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ABSTRACT

In order to understand the mechanisms of the socializing processes associated with citizenship development in the United States, it is necessary to study the interactions of ideology, education, and cultural pluralism as they are manifested in educational programs and in the processes of child development. The means and methods for understanding these complex social phenomena consist of exploratory research approaches. The main goal of this inquiry was to explore the current status of citizenship education and to come to an understanding of the dynamic social processes that influence its development. The study explored the opinions and practices of students who were about to be graduated from high schools in four different geographic areas of the United States. Student responses to questions four through seven are reported and discussed, and a statistical analysis of student responses to each overall question is made. Forty recommendations are made on how citizenship education may be improved. A 17-item bibliography concludes the document. (DB)

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ED329481

AN EXPLORATORY SURVEY OF FOUR GROUPS OF 1987 GRADUATING SENIORS' PERCEPTIONS PERTAINING TO (4) STUDENT PREFERRED CITIZENSHIP APPROACHES (5) TEACHER PREFERRED CITIZENSHIP APPROACHES (6) CITIZENSHIP APPROACHES AND ELEMENTARY STUDENTS, AND (7) CITIZENSHIP APPROACHES AND SECONDARY STUDENTS

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U.S. DEPARTMENT OF EDUCATION
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Spring 1990

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SO 021 171

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THE PROBLEM

Citizenship education has been considered one of the constant educational goals since the founding of the republic and the concomitant need to educate youth for their democratic responsibilities. Unfortunately, the educational commitment to citizenship education has been taken for granted to the extent that it can no longer be considered a serious goal of the schools.

Educators have experienced constant pressure to accommodate various educational movements in order to meet the demands of special interest groups. There are a multitude of demands that arise from decade to decade that tend to occupy the attention of school leaders. As a consequence of the constant barrage of charges and demands levelled against the schools, educational leaders spend much of their time dealing with temporary problems and issues. In other words, citizenship education has been neglected in order to satisfy the most recent demands of special interest groups, pressure from state or federal mandates, and the shifting curricular innovations that gain the spotlight of public attention.

When asked about meeting the needs of citizenship education, school leaders will typically point to specific courses such as American government, extracurricular activities, special programs that mark specific holidays, playground activities, etc. Consequently, citizenship education has become a low or no priority aspect of public education. To a great extent, it has become an aspect of the hidden curriculum that does not require a comprehensive plan nor does it any longer deserve a primary place in the immediate priorities of the school.

As a means of investigating the current status of citizenship education in the schools, an exploratory study was designed to acquire student perceptions related to their citizenship experiences. These experience tend to leave the students with perceptions about the meaning and importance of their citizenship. These perceptions can be measured and analyzed through survey research and the results may provide valuable insights into the qualities of good citizenship, student conceptions of the influences that have effected their citizenship development, and student assessments of the importance of social studies courses and programs related to citizenship education. (In addition, the investigation would

focus on citizenship and instructional approaches that would become the subject of the third research monograph in this series.) Possibly, the insights gained from these exploratory studies may provide a better understanding of the means whereby citizenship values and behaviors are being developed in American society.

THE IMPORTANCE OF THE STUDY

The investigation of the thoughts and opinions of senior student groups from four different regional areas and backgrounds was undertaken in order to gain information about their perceptions regarding the influences and experiences that have affected their citizenship. Information collected from these four groups was compared in order to identify patterns of similarity and difference. By making some general inferences regarding the detected patterns of similarity and difference, the researchers hope to present reasonably an account of the factors that contributed to the production of these patterns. The results of this survey may provide additional insight into the complex phenomena regarding the role and contribution of social and educational factors regarding the development of American citizenship.

Through the survey of the four regional student groups, we can gain new insights into citizenship education and development in the following areas of concern (please note that items 1, 2, and 3 were reported in an earlier monograph):

4. Student Perceptions of Their Preferences for Citizenship Approaches

By measuring the students' personal preferences for each of the eight citizenship approaches, we may be able to gain insights into the nature of student choices and also into some of the effects that classroom experience creates in terms of attitudes for or against specific citizenship approaches.

5. Student Perceptions of Teachers' Preferences for Citizenship Education Approaches

Student perceptions regarding preferred teacher approaches as they relate to citizenship education may reveal something about the current nature of citizenship instruction as experienced by students. In addition, these perceptions may provide insights into teacher preferences, as well as students' perceptions, of overlooked or ignored needs pertaining to citizenship education.

6. Student Perceptions of the Use of Citizenship Education Approaches for the Elementary School

Student perceptions regarding the effectiveness of various citizenship education approaches for the elementary school may provide some insights into the effectiveness of citizenship education approaches at an earlier age. By discriminating between the recommended use of citizenship approaches for elementary students, respondents may provide insights that can lead to some suggestions regarding when to introduce various citizenship approaches within the curriculum.

7. Student Perceptions of the Use of Citizenship Education Approaches for the Secondary School

Because these respondents were all seniors about to graduate from high school, they were in an ideal position to look back over their secondary experiences and to react to various classroom experiences regarding citizenship instruction. Student perceptions regarding the effectiveness of each citizenship approach with secondary students may contribute to the development of recommendations for strengthening weaknesses in the curriculum as it pertains to citizenship education.

THE DESIGN OF THE STUDY

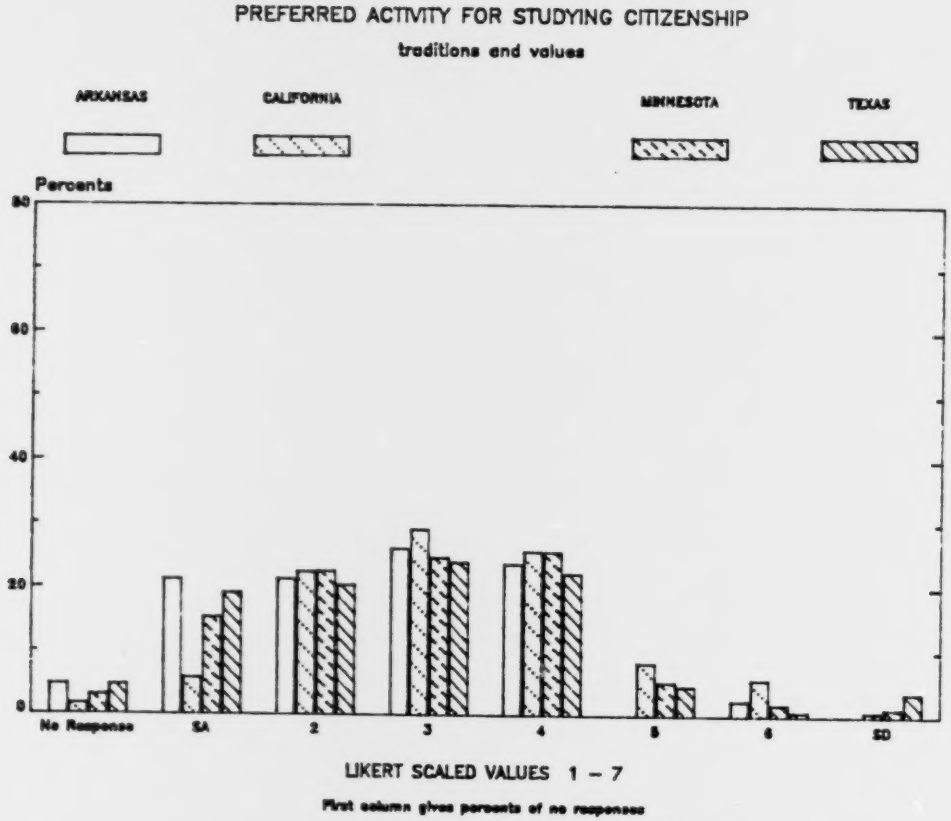
The survey of four student groups is an important component of a broader research attempt to study the status of citizenship education in the United States. An earlier project survey focused on the study of the thoughts and practices of social studies methods instructors regarding the current status of citizenship education in the social studies. This earlier study was published by the Center for Educational Research at Stanford in 1988 as an independent research monograph. Like the 1988 study (88-CERAS-18), the results of the survey of four student groups is intended to lead to the identification of more specific issues and problems pertaining to citizenship education in the social studies as seen through the eyes of those surveyed.

In 1989 a research monograph was published by the Center for Educational Research at Stanford that included the report and analysis of the first three questions of the 1987 survey (89-CERAS-06). For a detailed description of the questionnaire and its development as well as, a description of the design and analysis of data, see AN EXPLORATORY SURVEY OF FOUR GROUPS OF 1987 GRADUATING SENIORS' PERCEPTIONS PERTAINING TO (1) THE QUALITIES OF A GOOD CITIZEN, (2) THE SOURCES OF CITIZENSHIP INFLUENCE, AND (3) THE CONTRIBUTIONS OF SOCIAL STUDIES COURSES AND PROGRAMS OF STUDY TO CITIZENSHIP DEVELOPMENT.

SURVEY RESULTS ITEM #4

I prefer to study citizenship through the following activities *(No rankings are given for the Arkansas Data as they were shown to be statistically equivalent.):

a. an activity in which I learn about the traditions and values that shaped my community and country – bar chart and rank order.



Arkansas	(SA 3, 3, 1, 2, 0, 4, 5 SD)
California	(SA 5, 3, 1, 2, 4, 5, 6 SD)
Minnesota	(SA 4, 3, 2, 1, 5, 6, 7 SD)
Texas	(SA 4, 3, 1, 2, 5, 6, 7 SD)
Composite	(SA 4, 3, 1, 2, 5, 6 ,7 SD)

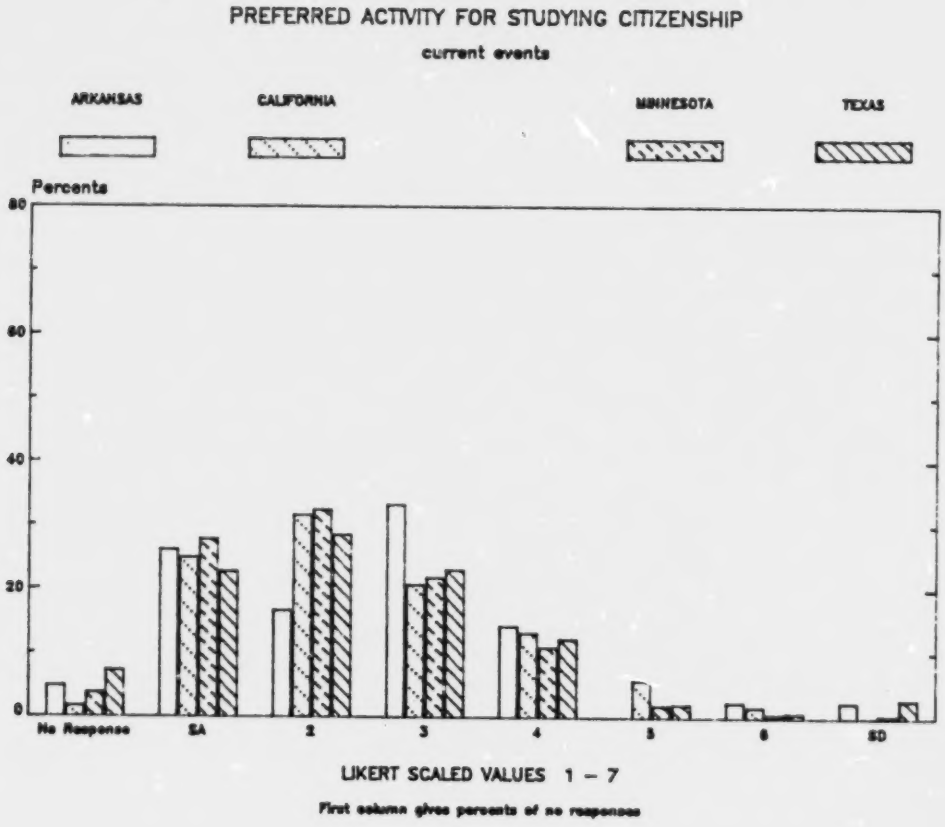
Result:

Respondents as a whole were **doubtfully inclined** toward activities in which they learned about the traditions and values that shaped their community and country when studying about citizenship.

Discussion:

Student responses indicate the student perception that using traditions and values activities in connection with the origins of the community and country is not a preferred approach for themselves in learning citizenship education. This result is troublesome because most educators tend to believe that students living in a democratic society need to understand something of the origins of the nation and the community. National traditions and values serve as the core values of society and they help to unite us as a people. Perhaps the lesson that can be learned from this response is that the schools are somehow failing to deal with traditions and values in a way that is perceived as valuable to students. Trials with new approaches would seem to be in order.

b. an activity dealing with current events – bar chart and rank order.



Arkansas	(SA 2, 3, 1, 4, 0, 6, 5 SD)
California	(SA 2, 1, 3, 4, 5, 6, 0 SD)
Minnesota	(SA 2, 1, 3, 4, 5, 6, 7 SD)
Texas	(SA 2, 1, 3, 4, 6, 7, 5 SD)
Composite	(SA 2, 1, 3, 4, 5, 6, 6 SD)

Results:

1.) Respondents indicated they were **favorably inclined** toward classroom activities that either included or focused on current events when studying about citizenship.

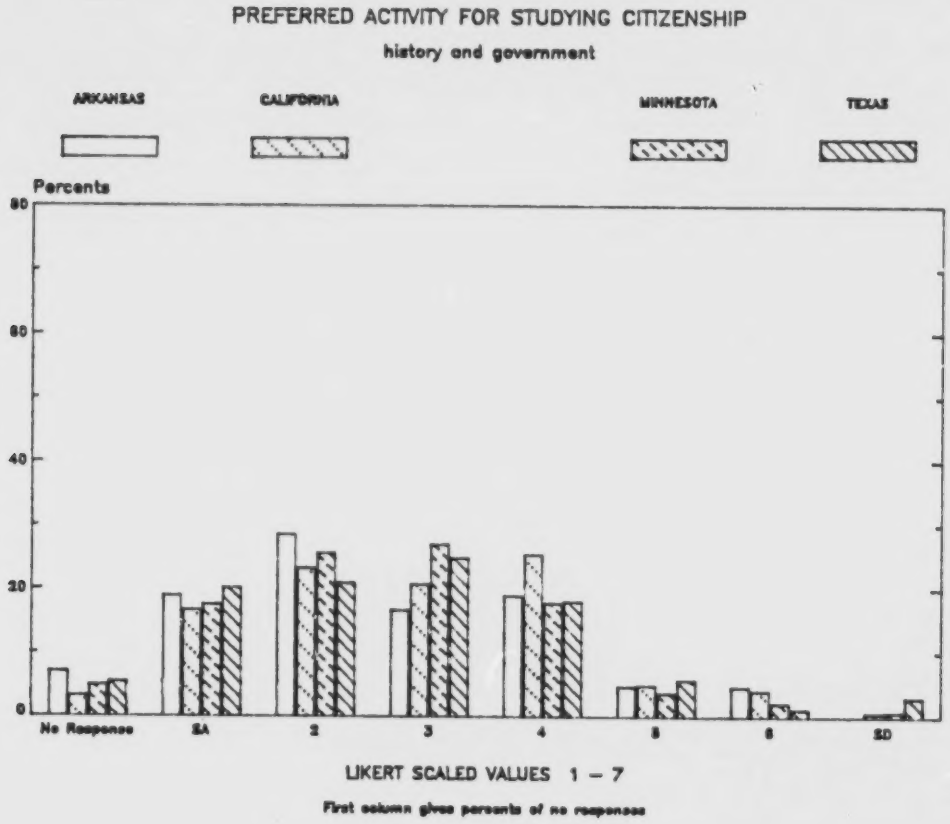
2.) Respondents from Minnesota were stronger in their preference for the study of current events with the study of citizenship.

3.) Respondents in the California and Texas groups also placed the study of current events as a relatively important preference when studying citizenship.

Discussion:

Student responses indicate the student perception that using current events activities is a preferred approach for themselves in learning citizenship education. This preference might be considered a natural consequence of student desire to understand more about the nature of contemporary problems facing the nation. In addition, these students may perceive current events as an essential aspect of citizenship education that is directed toward a better understanding of social, economic, and political trends as well as related personal civic rights and responsibilities. By critically evaluating current issues and problems, students may be able to more directly apply what they learn in their civics and history courses to the issues of everyday life.

c. an activity in which I learn about the history and government of my country -- bar chart and rank order.



Arkansas	(SA 2, 1, 3, 2, 4, 4, 5 SD)
California	(SA 4, 2, 3, 1, 6, 5, 7 SD)
Minnesota	(SA 3, 2, 1, 3, 4, 5, 6 SD)
Texas	(SA 3, 2, 1, 4, 5, 7, 6 SD)
Composite	(SA 4, 1, 2, 3, 5, 6, 7 SD)

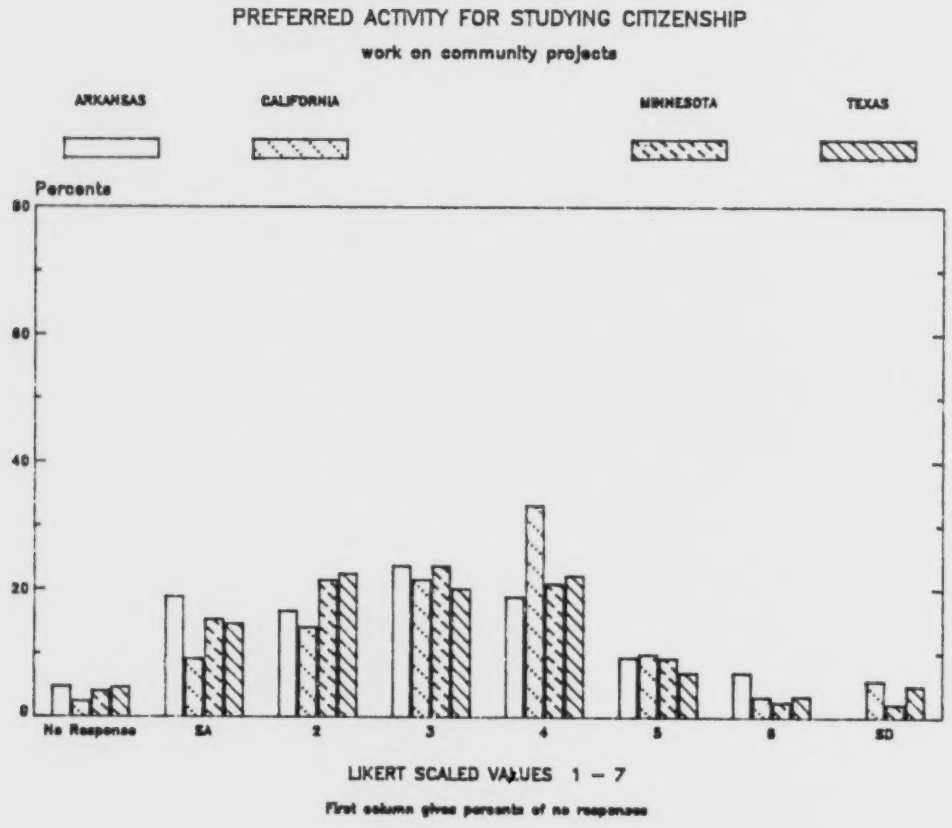
Result:

Respondents were **moderately inclined** toward classroom lessons and activities in which they learned about the history and government of their country when studying about citizenship.

Discussion:

Student responses indicate the student perception that using history and government activities in connection with the origins and development of their country is a moderately acceptable approach for themselves in learning citizenship education. This result may be an indication of the extent to which these activities are accepted by students as essential for citizenship education. At the same time, the mild endorsement of these activities may contain the student perception that they are well schooled in history and government approaches and that these types of activities are only moderately effective as a means of enhancing citizenship education. In recent years, a number of studies have reported that social studies subjects are not very popular with students. While we did not detect any strong sentiment of this type, there seemed to be a hint of dissatisfaction with history and government courses as a main approach to the study of citizenship. At least, we can suggest that students were not overly enthusiastic for activities that were based on typical history and government approaches.

d. an activity in which I work on a community project with community leaders -- bar chart and rank order.



Arkansas	(SA 2, 3, 1, 2, 4, 5, 0 SD)
California	(SA 5, 3, 2, 1, 4, 7, 6 SD)
Minnesota	(SA 3, 2, 1, 2, 4, 5, 6 SD)
Texas	(SA 3, 1, 2, 1, 4, 6, 5 SD)
Composite	(SA 4, 3, 2, 1, 5, 6, 7 SD)

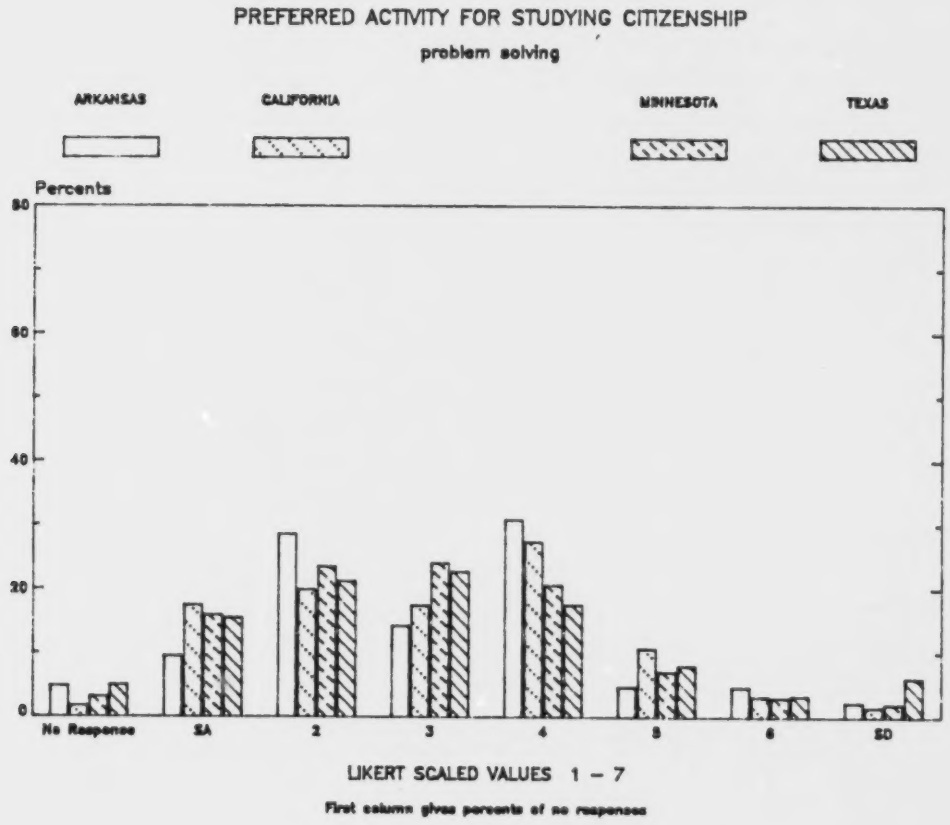
Result:

Respondents in all groups indicated that they were **doubtfully inclined** toward activities that concentrate on community projects and/or include an association with community leaders when studying about citizenship.

Discussion:

Student responses indicate the student perception that using community involvement activities in connection with community leaders is not a preferred student approach for themselves in learning citizenship education. While there seems to be little variation between the four student groups regarding involvement in the community, these students obviously lack enthusiasm for these types of activities. The results tend to suggest that community projects are perceived as being of little value to students. Educators, according to the literature on civic education, generally consider community participation as a very important skill area related to civic education. The lack of community involvement may be caused by a general reluctance on the part of both the schools and the students to work in the community because of scheduling and policy concerns. In addition, students may be reluctant to work on community projects because of past experiences in which they were only allowed to fulfill menial tasks. Another reason for student resistance to these types of activities may be that they require additional out of school time and many of these students have both personal and job related reasons for not wanting to participate in them. It is clear that the long-promoted concept of school and community interaction has not taken root.

e. an activity in which I am asked to solve problems – bar chart and rank order.



Arkansas	(SA 4, 2, 3, 1, 5, 5, 6 SD)
California	(SA 3, 2, 3, 1, 4, 5, 6 SD)
Minnesota	(SA 4, 2, 1, 3, 5, 6, 7 SD)
Texas	(SA 4, 2, 1, 3, 5, 7, 6 SD)
Composite	(SA 4, 2, 3, 1, 5, 6, 7 SD)

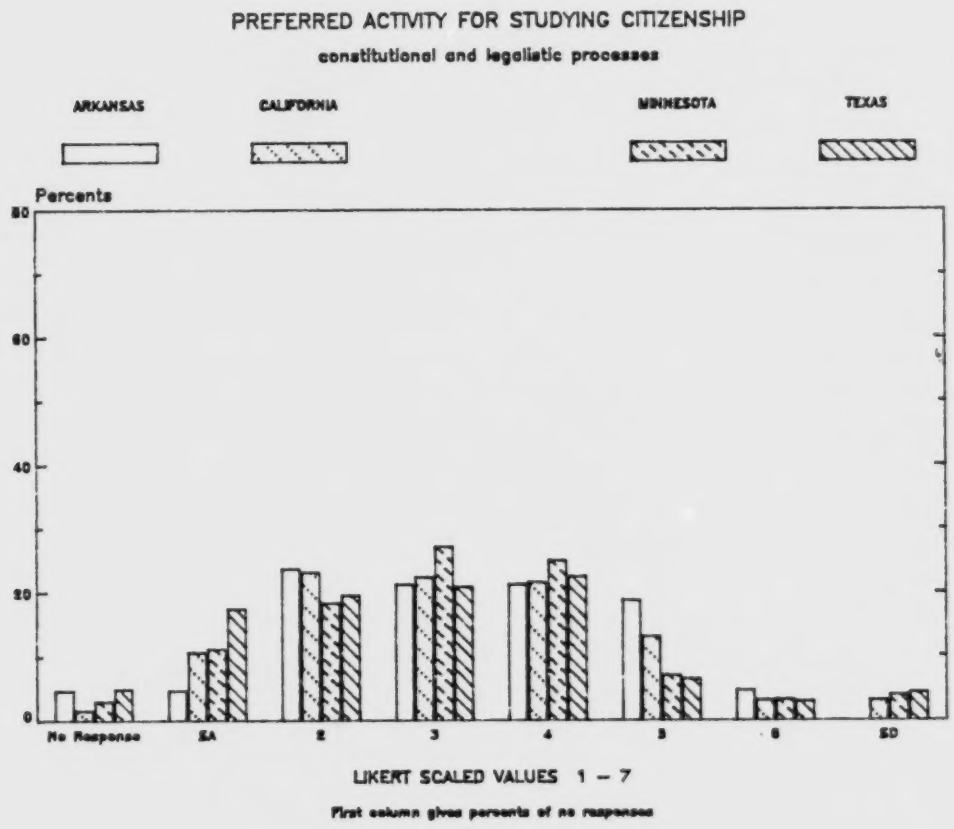
Result:

Respondents in all groups indicated that they were **doubtfully inclined** toward problem-solving activities as a citizenship education activity.

Discussion:

Student responses indicate the student perception that using problem-solving activities is not a preferred approach for themselves in learning citizenship education. This finding may suggest that most students are not being exposed to the problem-solving approach to any great extent, and as a result, solving problems as a citizenship activity has little or no appeal to them. Another possible explanation for this response is the perception that these activities are not emotionally appealing to students; they do not sound like fun. Educators, on the other hand, tend to support these types of activities as a means of helping students to develop the cognitive thinking skills that are associated with democratic citizenship; therefore, educators are likely to continue advancing these activities in spite of a lack of student enthusiasm. In order to advance the use of these activities for citizenship education, teachers must eventually come to grips with the reasons behind student attitudes and then attempt to make the changes that would help build student support for this approach.

f. an activity in which I learn to use constitutional and legalistic processes – bar chart and rank order.



Arkansas	(SA 4, 1, 2, 2, 3, 4, 0 SD)
California	(SA 5, 1, 2, 3, 4, 6, 6 SD)
Minnesota	(SA 4, 3, 1, 2, 5, 7, 6 SD)
Texas	(SA 4, 3, 2, 1, 5, 7, 6 SD)
Composite	(SA 5, 3, 1, 2, 4, 6, 7 SD)

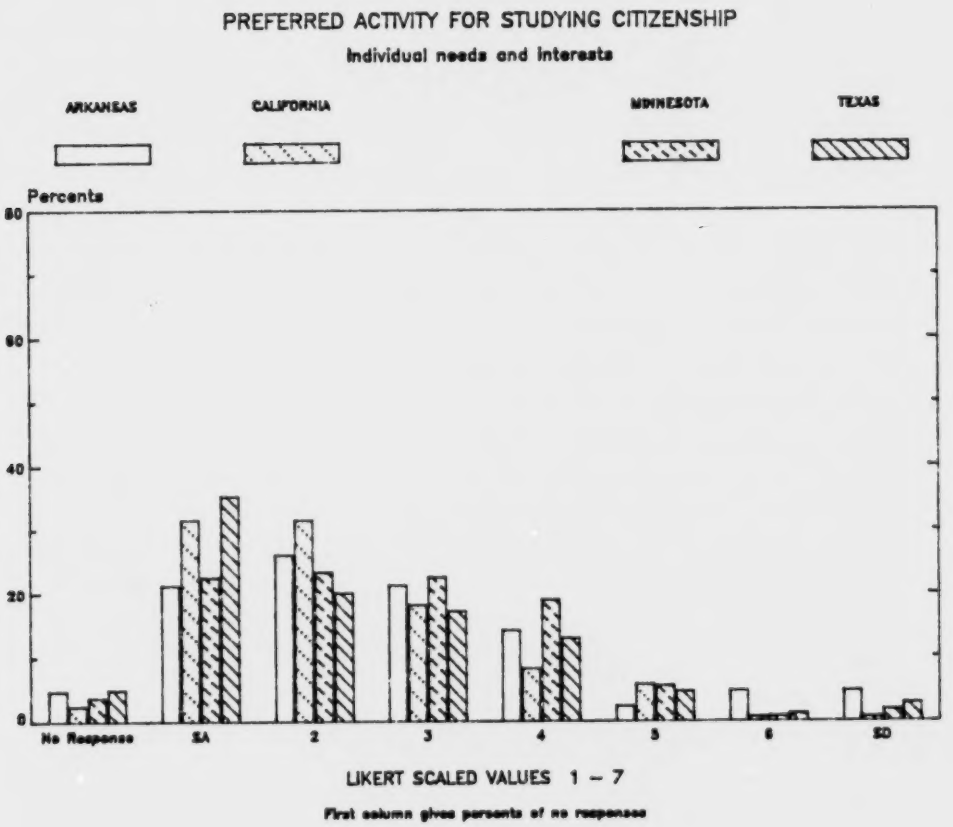
Result:

Respondents in California, Minnesota, and Texas were **doubtfully inclined** toward activities that emphasized constitutional and legalistic processes as a citizenship activity.

Discussion:

Student responses indicate the student perception that using constitutional and legalistic processes activities is not a preferred approach for themselves in learning citizenship education. This response may be an expression of a student perception that these types of activities are both difficult and boring. In part, the response may suggest that these activities do not address many of the more pressing concerns of students. Teachers, on the other hand, attach great value to these types of activities as a means of helping students understand the foundations of American democracy. The problem between student and teacher perceptions may be found in the nature of instruction. Both textbook publishers and teachers may be using the types of activities that rely too much on a study of documents and processes and these activities are too detached from the real life experiences of students. These types of student perceptions may be modified by the development of activities that include more of a human dimension in association with the teaching of constitutional and legal processes.

g. an activity aimed at my individual needs and interests – bar chart and rank order.



Arkansas	(SA 2, 1, 2, 3, 5, 4, 4 SD)
California	(SA 1, 1, 2, 3, 4, 5, 5 SD)
Minnesota	(SA 2, 1, 2, 3, 4, 6, 5 SD)
Texas	(SA 1, 2, 3, 4, 5, 7, 6 SD)
Composite	(SA 1, 2, 3, 4, 5, 7, 6 SD)

Results:

1. Respondents as a whole were **favorably inclined** toward activities that focused on their individual needs and interests when studying about citizenship.

2. California and Texas students were relatively strong in their preference for activities that focused on their individual needs and interests when studying about citizenship.

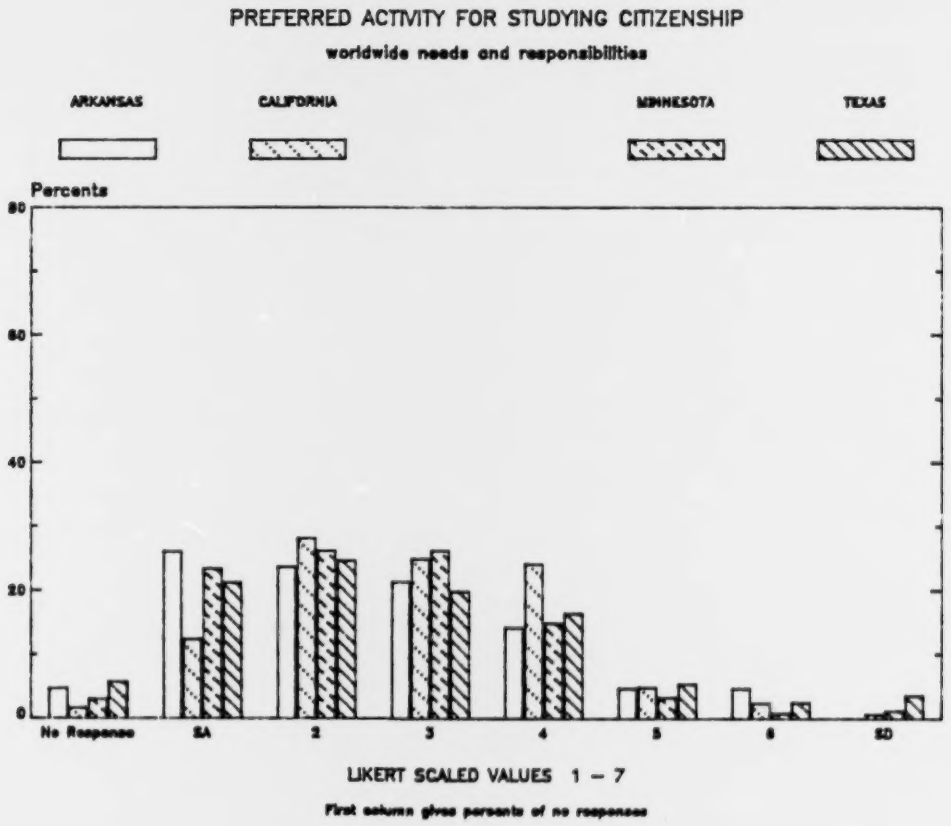
3. Minnesota students were less enthusiastic in regard to activities that focused on their individual needs and interests when studying about citizenship.

Discussion:

Student responses indicate that using individual needs and interests activities is a preferred approach for themselves in learning citizenship education. At the same time, there are some interesting group differences within this response. Cultural and geographic influences may have played a role in the differences, especially between the Minnesota group and the California and Texas groups. Activity preferences may differ according to geographic regions and these differences may be reflected by a student's choice of one instructional approach over another. The Minnesota group, for example, may not have been as extensively exposed to instructional influences that value activities that focus on the students' personal needs and interests as had the two other groups. At the same time, the reasons for these differences may be due to the Minnesota group's lack of enthusiasm for mixing personal needs and interests with citizenship activities.

The student response to this item indicates that most students would prefer to study some aspects of citizenship education through individual and personal means. Educators need to consider and decide what role student needs and interests should play in citizenship education. Student responses suggest that these types of activities could play a part in motivating interest in citizenship education, but this advantage must be measured in light of citizenship goals related to the learning of democratic concepts, skills and values in a group setting.

h. an activity in which I look at worldwide needs and responsibilities – bar chart and rank order.



Arkansas	(SA 1, 2, 3, 4, 5, 5, 6 SD)
California	(SA 4, 1, 2, 3, 5, 6, 7 SD)
Minnesota	(SA 2, 1, 1, 3, 4, 5, 6 SD)
Texas	(SA 2, 1, 3, 4, 5, 7, 6 SD)
Composite	(SA 3, 1, 2, 4, 5, 6, 7 SD)

Results:

1. Respondents were **moderately inclined** toward activities in which students looked at worldwide needs and responsibilities when studying about citizenship.

2. The Minnesota group responded in a more positive way to activities that looked at worldwide needs and responsibilities when studying about citizenship.

Discussion:

Student responses indicate the student perception that using worldwide needs and responsibilities activities is a moderately acceptable approach for themselves in learning citizenship education. This mild response may indicate that teachers are not strongly emphasizing the international concerns of citizenship education. The Minnesota group, contrary to the other groups, was more enthusiastic toward this approach as they were toward global education, suggesting that curriculum instructional differences may help explain group differences. Another interesting aspect of this result is the difference between the mild student responses on this item and the much stronger response favoring the use of current events activities. It appears that while students favor current events as a means of keeping abreast of the times, they are not nearly as enthusiastic for the study of problems and issues associated with worldwide needs and responsibilities.

STATISTICAL ANALYSIS

SUMMARY RESULTS FOR QUESTION 4 ACROSS ITEMS a, b, c, d, e, f, g, & h

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The Classification of Results According to: Favorably Inclined, Moderately Inclined, and Doubtfully Inclined Responses

The results of the respondents' ratings on each item are designated according to one of three possible classifications: favorably inclined, moderately inclined and doubtfully inclined, as determined by the "Cluster Ranks" of the Boos chart. The criteria for classification by categories relies on the requirement that two or more of the responding groups measure an item at the same level of response on the "Cluster Rank Chart." The following classifications were established for the purpose of categorizing the between group results of the survey:

favorably inclined: Cluster Ranks I & II
moderately inclined: Cluster Ranks II, III, IV
doubtfully inclined: Cluster Ranks IV & V

When borderline cases were encountered, the item was assigned to one level or the other and these assignments were checked for compatibility against the Boos analysis results contained in the "Appendix."

The questionnaire contained seven separate questions with multiple components, a - h, that were rated on a seven point Likert scale. The last four questions are reported in this monograph.

Boos Summary Statistical Tables for Q4

The researchers addressed a basic hypothesis regarding the responses of students on the component parts of question #4 (Q 4). The hypothesis is stated below:

H: Student responses were the same across all components of a question within a given school district.

Rejection of this hypothesis would be anticipated if the

students gave any thought to their responses. Each of the questions was subjected to a statistical test based on an adaptation of a Linear Rank Test proposed by Boos. This test subsequently will be referred to as the Boos Test. It addresses measures of location, scale, skewness, and kurtosis of distribution. A failure of the test strongly indicates that a partial ranking of the approaches in the questions exists. Though one may take the weighted rank values as calculated for the assumed ordering, it is considered more reasonable to group the approaches in clusters hypothesized to be equivalent. Subsequent investigations will be necessary to determine if these clusters are indeed statistically equivalent.

The Boos summary data derived from the questionnaire provides the means for ranking the individual approaches of question #4. These approaches are presented according to alphabetical letters in the order that they were presented following the question statement. The assigned letters were used in the ranking table instead of writing out the item.

Question 4. I prefer to study citizenship through the following activities:

- **a. an activity in which I learn about the traditions and values that shaped my community and country**
- **b. an activity dealing with current events**
- **c. an activity in which I learn about the history and government of my country**
- **d. an activity in which I work on a community project with community leaders**
- **e. an activity in which I am asked to solve problems**
- **f. an activity in which I learn to use constitutional and legalistic processes**
- **g. an activity aimed at my individual needs and interests**
- **h. an activity in which I look at world wide needs and responsibilities.**

Note: The following Cluster Rank Charts for questions 4, 5, 6, & 7 were constructed from a large set of Boos summary statistical tables that, for the sake of brevity, were not included in this monograph (see appendix), but can be obtained by writing to the project director.

Cluster Rank Chart for Question #4

Using the location parameter from the Boos Test, the responses from each of the four districts can potentially be ordered with the following hypothesized equivalence clusters:

Cluster Rank	Arkansas	California	Minnesota	Texas
I		g	b	g
II		b	h	b
III		h, c, e	g, c	h, c, a
IV		f, a	e, a, d	f, e, d
V		d	f	

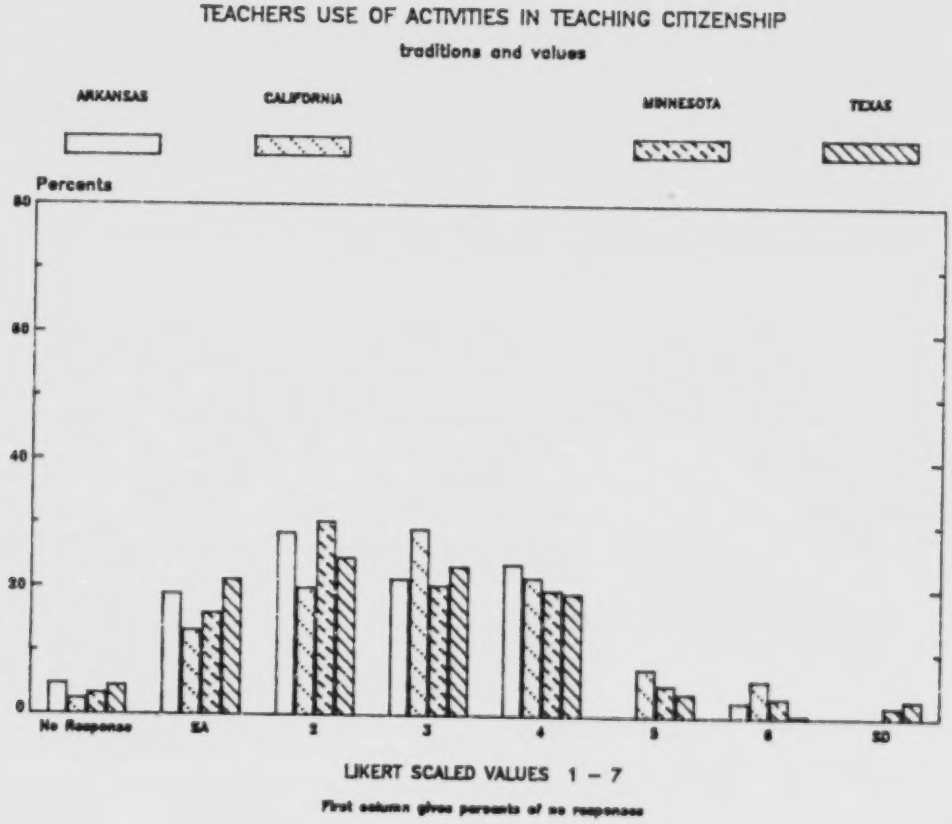
(No rankings are given for the Arkansas Data as they were shown to be statistically equivalent.)*

a. an activity in which I learn about the traditions and values that shaped my community and country
b. an activity dealing with current events
c. an activity in which I learn about the history and government of my country
d. an activity in which I work on a community project with community leaders
e. an activity in which I am asked to solve problems
f. an activity in which I learn to use constitutional and legalistic processes
g. an activity aimed at my individual needs and interests
h. an activity in which I look at world wide needs and responsibilities.

SURVEY RESULTS ITEM #5

My teachers tend to use the following activities when teaching citizenship:

a. an activity in which I learn about the traditions and values that shaped my community and country -- bar chart and rank orders.



Arkansas	(SA 4, 1, 3, 2, 0, 5, 0 SD)
California	(SA 4, 3, 1, 2, 5, 6, 0 SD)
Minnesota	(SA 4, 1, 2, 3, 5, 6, 7 SD)
Texas	(SA 3, 1, 2, 4, 5, 7, 6 SD)
Composite	(SA 4, 1, 2, 3, 5, 6, 7 SD)

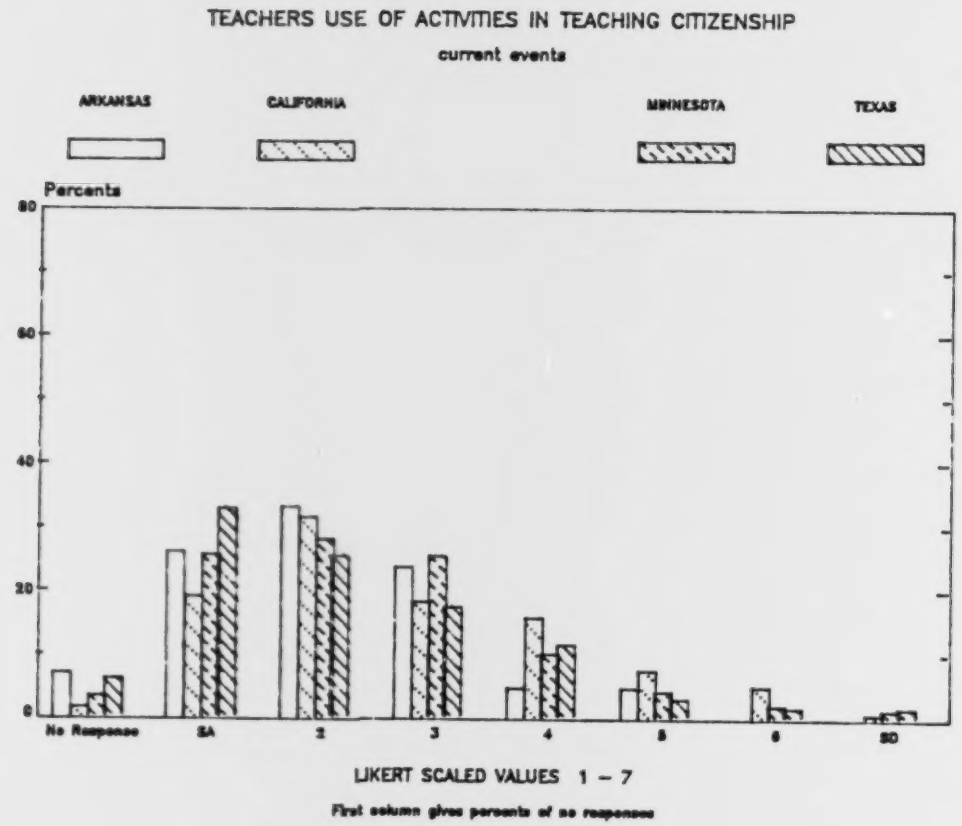
Result:

Respondents indicate that they were **moderately inclined** toward activities in which students learned about the traditions and values that shaped the community and nation when teaching citizenship.

Discussion:

Results indicate the student perception that using traditions and values activities in connection with the origins of the community and country is a moderately acceptable teacher's approach for giving instruction in citizenship education. The students in the Minnesota and Texas groups implied a slightly stronger perception of teacher preference for this approach than did the Arkansas and California groups. This result suggests that, as a citizenship education approach, teachers are not overly exposing their students to these types of activities as they do not seem to spend excessive time addressing the traditions and values of community and country. In question #4, the student response indicated that they did not prefer this approach for themselves. When compared with this result, we can conclude that this approach is more popular with teachers than with students. Perhaps the study of traditions and values in association with country and community lacks appeal for students because they are not able to identify with the concerns of past generations. Teachers might build more appreciation for traditions and values of the past by directly relating the lives of their students to these same traditions and values but in association with current student concerns as an interest catching means of leading students into the study of the past.

b. an activity dealing with current events – bar chart and rank orders.



Arkansas	(SA 2, 1, 3, 4, 4, 0, 0 SD)
California	(SA 2, 1, 2, 3, 4, 5, 6 SD)
Minnesota	(SA 2, 1, 2, 3, 4, 5, 6 SD)
Texas	(SA 1, 2, 3, 4, 5, 6, 6 SD)
Composite	(SA 2, 1, 3, 4, 5, 6, 7 SD)

Results:

1) Respondents in all four groups indicate that their teachers were **favorably inclined** toward activities that included current events when teaching citizenship.

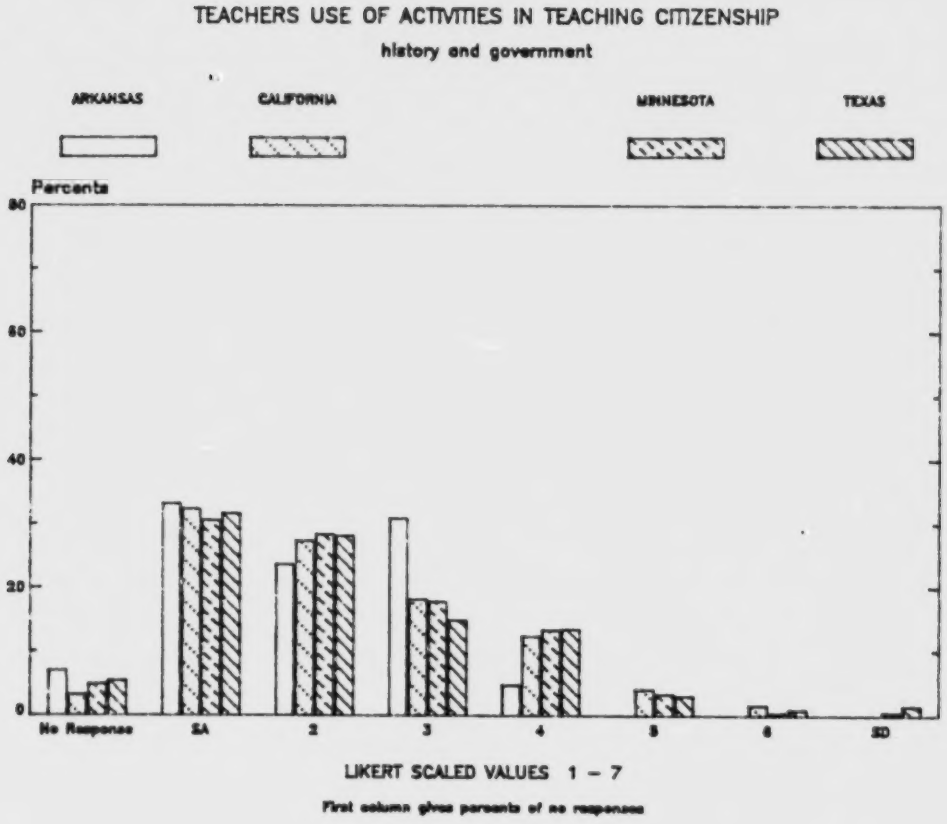
2) Respondents in Minnesota and Texas indicate that current events activities were the most teacher preferred activities when used in teaching citizenship.

3.) Respondents in Arkansas and California were almost as strong in the perception that current events activities were the most teacher preferred activities when used in teaching citizenship.

Discussion:

Results indicate the student perception that using current events activities is a preferred teacher's approach for giving instruction in citizenship education. According to student perceptions, teachers prefer to use current events activities as one of the more important means to emphasize citizenship education in the classroom. The importance of the student perception that the study of current events is a favorite teacher activity may imply that current events provide an important source of citizenship instruction in the classroom. Citizenship issues related to current events may be used to help the teacher relate the issues of today with knowledge, skills and values that are taught within their history and government courses. In addition, current events may provide a ready platform for addressing some of the more controversial issues and problems of society in light of what students have learned about democratic concepts, values and processes. Both students and, according to student perceptions, teachers share a common preference for including current events as an approach to citizenship education.

c. an activity in which I learn about the history and government of my country -- bar char and rank orders.



Arkansas	(SA 1, 3, 2, 4, 0, 0, 0 SD)
California	(SA 1, 2, 3, 4, 5, 6, 0 SD)
Minnesota	(SA 1, 2, 3, 4, 5, 7, 6 SD)
Texas	(SA 1, 2, 3, 4, 5, 7, 6 SD)
Composite	(SA 1, 2, 3, 4, 5, 6, 7 SD)

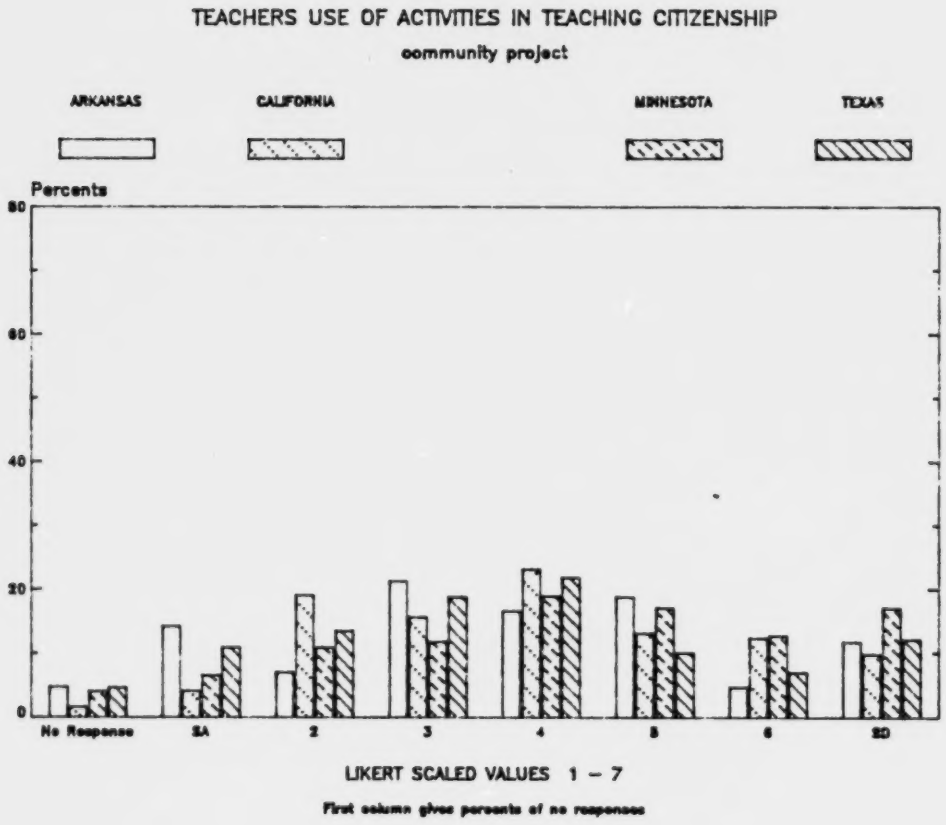
Result:

Respondents in all four student groups indicate that their teachers were **favorably inclined** toward activities in which students learn about the history and government of the nation when being taught citizenship.

Discussion:

Results indicate the student perception that using history and government activities in connection with teaching students about their country is a preferred teacher's approach for giving instruction in citizenship education. This response may reflect the importance with which citizenship education is associated with courses in history and government. The dominance of history and government courses within the social studies curriculum suggests that there is broad societal support for citizenship education approaches based on the study of both history and government. According to this approach, the students would come to appreciate their rights and responsibilities as American citizens as a consequence of knowing about the events that have shaped their heritage and their system of government. The teacher's perceived preference for this approach may be mainly due to the fact that history and government courses are the most important social studies courses taught in the schools; therefore, students have concluded that this approach is the teacher's preferred approach. According to the result in question #4, students were only moderately inclined toward this approach as a preference for themselves, suggesting that students were only moderately enthusiastic about their history and government courses. These results, in turn, suggest that society's heavy reliance on history and government courses as the main means of teaching citizenship education in the schools is not adequately doing the job.

d. an activity in which I work with community projects with community leaders – bar chart and rank orders.



Arkansas	(SA 4, 6, 1, 3, 2, 7, 5 SD)
California	(SA 7, 2, 3, 1, 4, 5, 6 SD)
Minnesota	(SA 6, 5, 4, 1, 2, 3, 2 SD)
Texas	(SA 5, 3, 2, 1, 6, 7, 4 SD)
Composite	(SA 6, 5, 2, 1, 3, 6, 4 SD)

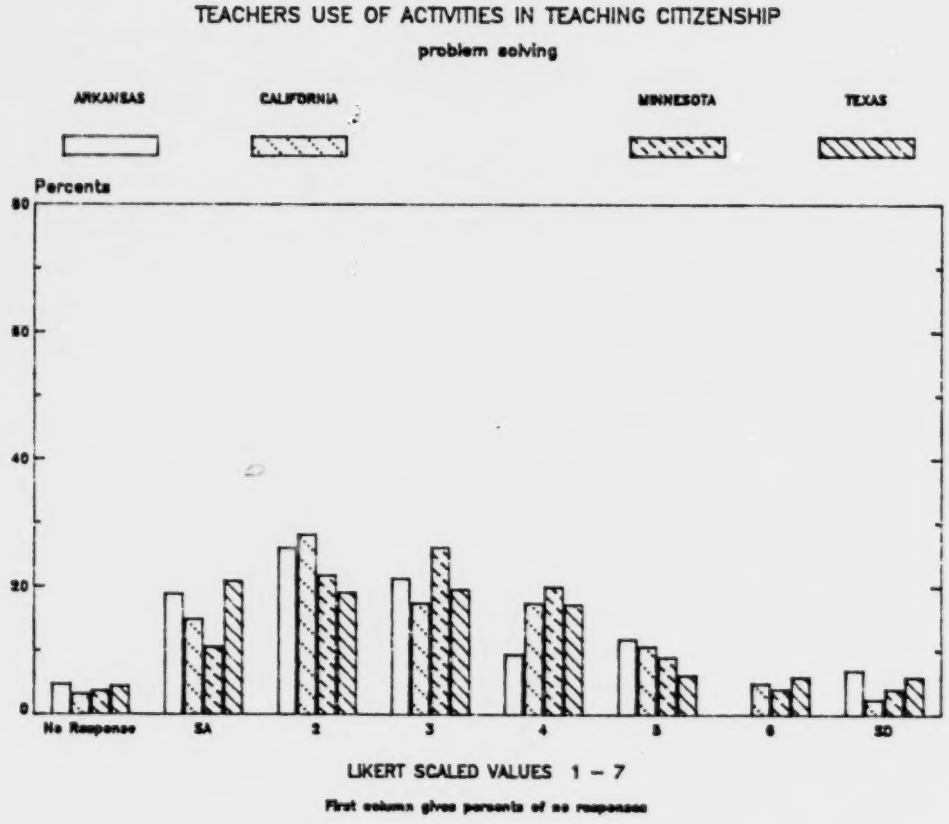
Result:

Respondents in all four groups agreed that their teachers were **doubtfully inclined** toward activities in which students worked with community projects when teaching citizenship.

Discussion:

Results indicate the student perception that using community projects with community leaders activities is not a preferred teacher's approach for giving instruction in citizenship education. This perception suggests that, over the years, these students had few opportunities to participate in community involvement projects of any kind. According to the educational literature, student participation in community affairs is considered one of the most important skills learned in citizenship education. For example, a prominent social studies educator, Fred Newmann of the University of Wisconsin, has singled out student participation and community involvement as a primary citizenship skill. The results of this survey item, contrary to the literature, seem to strongly suggest that teachers are not likely to encourage or initiate community involvement projects. Consequently, students are not likely to have any great amount of exposure to these types of experiences or to be inclined to possess skills related to community involvement. We feel reasonably safe in concluding that while at school, students are generally isolated from the community and community involvement with the exception of an occasional field trip into the community and that community involvement approaches, in general, are not playing any important role in the citizenship education of students.

e. an activity in which I am asked to solve problems – bar chart and rank orders.



Arkansas	(SA 3, 1, 2, 5, 4, 0, 6 SD)
California	(SA 3, 1, 2, 2, 4, 5, 6 SD)
Minnesota	(SA 4, 2, 1, 3, 5, 6, 6 SD)
Texas	(SA 1, 3, 2, 4, 6, 5, 5 SD)
Composite	(SA 3, 1, 2, 4, 5, 7, 6 SD)

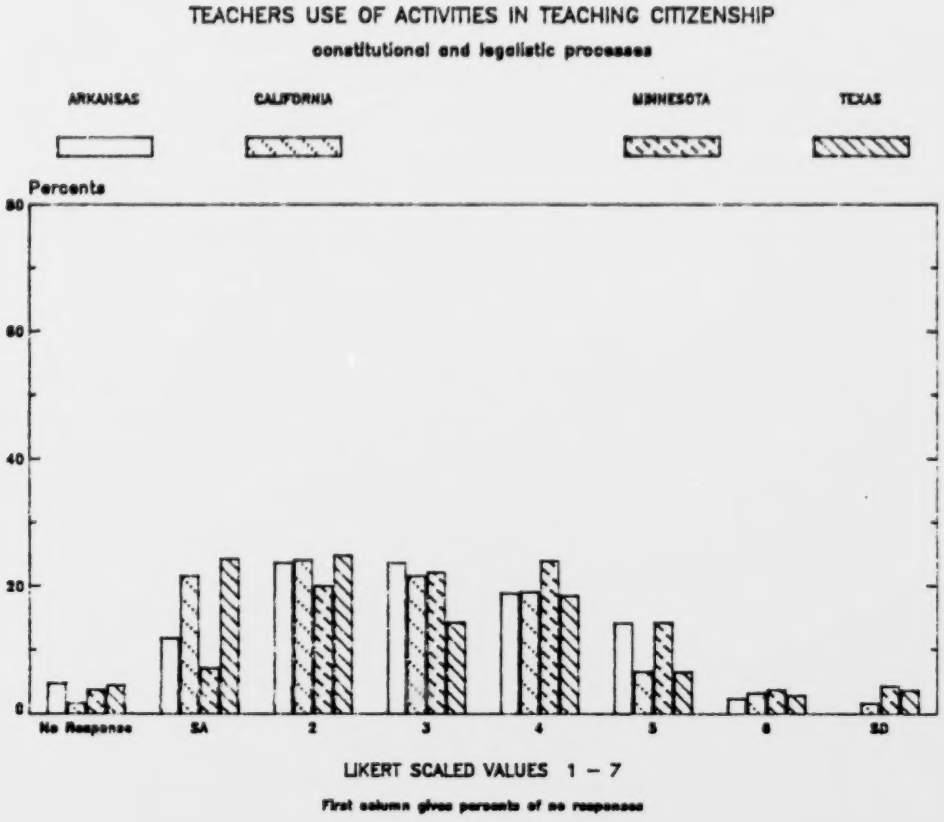
Result:

Respondents in all four groups indicated that their teachers were **moderately inclined** toward activities in which students were asked to solve problems when teaching citizenship.

Discussion:

Results indicate the student perception that using problem-solving activities is a moderately acceptable teacher's approach for giving instruction in citizenship education. According to student perceptions, their teachers are making moderate use of problem-solving approaches in teaching citizenship issues and concerns. As a teaching strategy, problem-solving has been greatly recommended to teachers over the years as a means of helping students develop their cognitive thinking skills. As a citizenship skill, problem-solving can be used to help the student deal with controversial issues and problems that arise as a result of conflicts in society. In addition, problem-solving skills should provide students with the skills needed to make decisions related to their citizenship, such as the election of candidates, the evaluation of a referendum, and the development of an informed opinion on a public issue. The result on this item suggests, according to student perceptions, that their teachers are, to some extent, developing these important citizenship skills. But as far as students are concerned (question #4), they would prefer not to have to deal with problem-solving if the choice was theirs to make. The challenge before citizenship educators is to develop problem-solving activities that appeal to students while, at the same time, requiring them to put forth a reasonable amount of intellectual labor. These results seem to underscore the importance of motivation no matter the instructional approach.

f. an activity in which I learn to use constitutional and legalistic processes – bar chart and rank orders.



Arkansas	(SA 4, 1, 1, 2, 3, 5, 0 SD)
California	(SA 2, 1, 3, 4, 5, 6, 7 SD)
Minnesota	(SA 5, 3, 2, 1, 4, 7, 6 SD)
Texas	(SA 2, 1, 4, 3, 5, 7, 6 SD)
Composite	(SA 4, 1, 2, 3, 5, 6, 7 SD)

Results:

1) Respondents as a whole indicate that their teachers were **moderately inclined** toward activities that included the use of constitutional and legalistic processes.

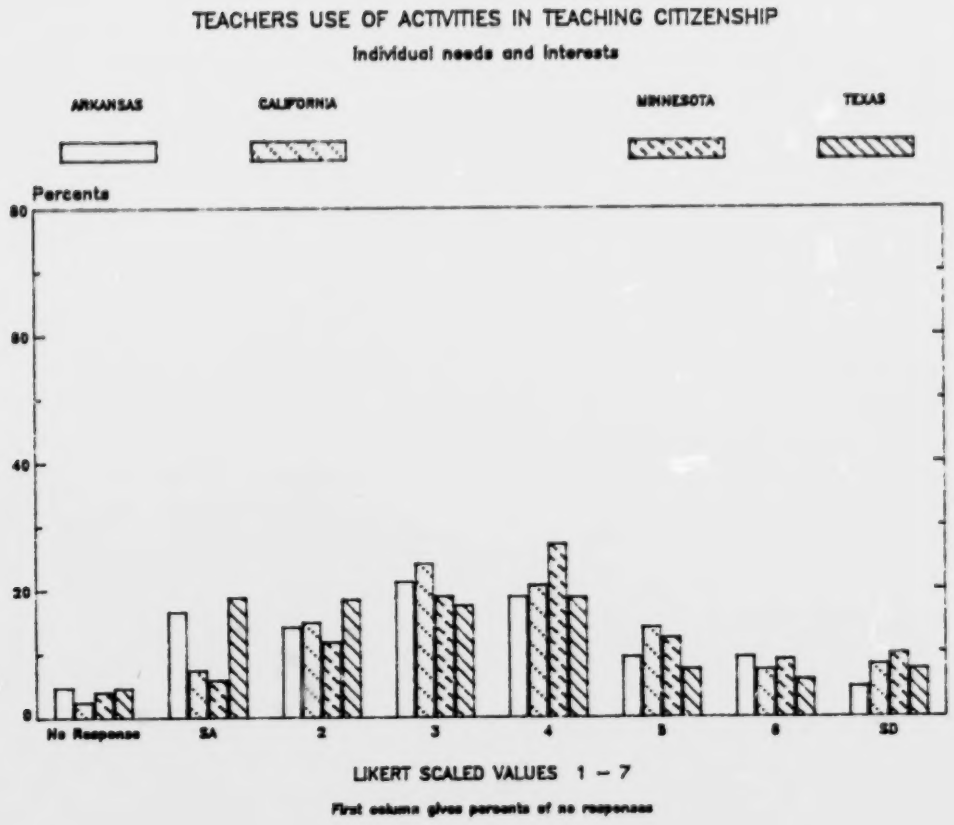
2) Respondents in California and Texas indicate that their teachers preferred to teach citizenship through activities in which constitutional and legalistic processes were emphasized.

3) Respondents in Arkansas and Minnesota indicate that their teachers were moderate in their preference for teaching citizenship through activities in which constitutional and legalistic processes were emphasized.

Discussion:

Results indicate the student perception that using constitutional and legalistic processes activities ranges from preferred to moderately acceptable as a teacher's approach for giving instruction in citizenship education. The fairly strong differences between California and Texas groups as compared to the Arkansas and Minnesota groups may be due to instructional or curriculum differences. These differences imply that teachers in California and Texas are more likely to emphasize these types of activities than are teachers in Arkansas and Minnesota. While student perceptions vary considerably on whether or not constitutional and legalistic processes are preferred by their teachers, the general impression is that teachers quite commonly use these approaches as a means of teaching citizenship education. Students, it seems, are not at all enthusiastic about this approach as they have clearly expressed their dissatisfaction toward these types of activities in question #4. The main problem with the constitutional and legalistic approach may be that the students have the impression that these activities are boring, difficult, and of limited use in terms of their experiences, while teachers are determined to use these activities as a means of introducing their students to the democratic concepts that underlie the constitution and the court system. It seems to us that until this dilemma between student preferences and perceived teacher practices is resolved, the development of an effective citizenship education program for the schools will be difficult to design.

g. an activity aimed at my individual needs and interests – bar chart and rank orders.



Arkansas	(SA 3, 4, 1, 2, 5, 5, 6 SD)
California	(SA 5, 3, 1, 2, 3, 5, 4 SD)
Minnesota	(SA 7, 4, 2, 1, 3, 6, 5 SD)
Texas	(SA 1, 2, 3, 2, 5, 6, 7 SD)
Composite	(SA 4, 3, 2, 1, 5, 6, 7 SD)

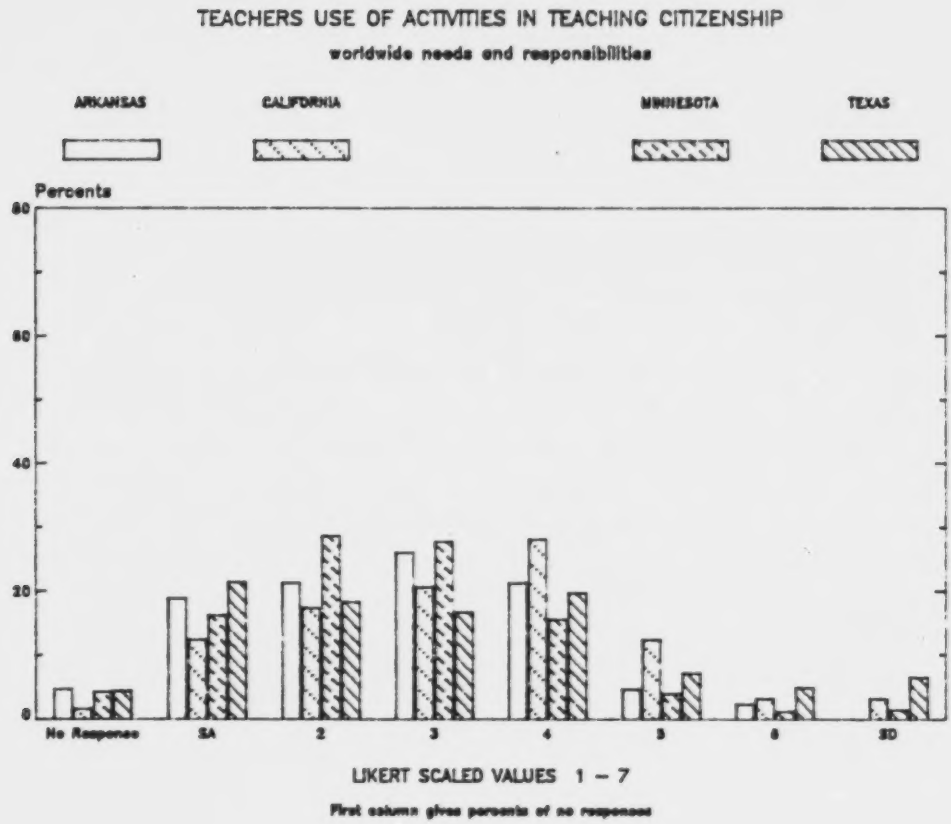
Result:

Respondents in all four groups indicate that their teachers were **doubtfully inclined** toward activities that include individual needs and interests when addressing citizenship education subjects. The Texas result was slightly different from the other group results, but this difference may be due to statistical adjustments within the Boos Cluster Rank Chart and that in reality, the Texas group is in basic agreement with the other three student groups.

Discussion:

Results indicate the student perception that using individual needs and interests activities is not a preferred teacher's method for giving instruction in citizenship education. This result suggests that students perceive that their needs and interests are not an important part of the preferred instructional activities used by their teachers in citizenship education. Teachers, on the other hand, might suggest that the reason for this perception may be due in part to the requirements of the mandated curriculum which tend to prevent the widespread use of the personal approach. In addition, teachers might contend that, in spite of this student perception, they do include opportunities for students to use their initiative in connection with their citizenship activities, but that students often show little initiative when given this opportunity. Regardless of the reasons for this student perception, the gulf between student preference for the personal approach and the student perception that teachers do not care to use this approach implies the problem. According to the literature, some scholars believe that to focusing on students' personal concerns weakens the study of citizenship education by scattering it over too many approaches. The students, on the other hand, seem to suggest that not only do they prefer the personal approach but that, by not including these concerns within the study of citizenship education, their teachers will have a difficult time in motivating their interest.

h. an activity in which I look at worldwide needs and responsibilties – bar chart and rank orders.



Arkansas	(SA 3, 2, 1, 2, 5, 6, 0 SD)
California	(SA 4, 3, 2, 1, 4, 5, 5 SD)
Minnesota	(SA 3, 1, 2, 4, 5, 7, 6 SD)
Texas	(SA 1, 3, 4, 2, 5, 7, 6 SD)
Composite	(SA 4, 2, 1, 3, 5, 6, 7 SD)

Results:

1) Respondents in Arkansas, Minnesota and Texas were in general agreement that their teachers were **moderately inclined** toward activities that included worldwide needs and responsibilities when teaching citizenship.

2) Respondents in the California group were less supportive of the idea that their teachers preferred activities that emphasized worldwide needs and responsibilities when teaching citizenship.

Discussion:

Results indicate the student perception that using worldwide needs and responsibilities activities is a moderately acceptable teacher's approach for giving instruction in citizenship education. While it is possible that instructional and curricular differences may account for this difference between groups on this item, a better explanation may be that the California group was expressing a concern that this approach was not being used to the extent that it should be. On the other hand, the result from question #4 lends support to the argument that both teachers and students are mild in their support for this approach and that in their opinions more emphasis on worldwide needs and responsibilities is not needed at this time. Undoubtedly, the subject of worldwide needs and responsibilities comes up from time to time in social studies classes; however, it seems that students do not hold the impression that this approach is preferred by their teachers nor do they suggest that it should be.

STATISTICAL ANALYSIS

SUMMARY RESULTS FOR QUESTION 5
ACROSS ITEMS a, b, c, d, e, f, g, & h

The questionnaire contained seven separate questions with multiple components, a - h, that were rated on a seven point Likert scale. The last four questions are reported in this monograph.

Boos Summary Statistical Tables for Q5

The researchers addressed a basic hypothesis regarding the responses of students on the component parts of question #5 (Q 5). The hypothesis is stated below:

H: Student responses were the same across all components of a question within a given school district.

Question 5. My teachers tend to use the following activities when teaching citizenship:

a. an activity in which I learn about the traditions and values that shaped my community and country
b. an activity dealing with current events
c. an activity in which I learn about the history and government of my country
d. an activity in which I work on a community project with community leaders
e. an activity in which I am asked to solve problems
f. an activity in which I learn to use constitutional and legalistic processes
g. an activity aimed at my individual needs and interests
h. an activity in which I look at world wide needs and responsibilities.

Cluster Rank for Question #5

Using the location parameter from the Boos Test, the responses from each of the four districts can potentially be ordered with the following hypothesized equivalence clusters.

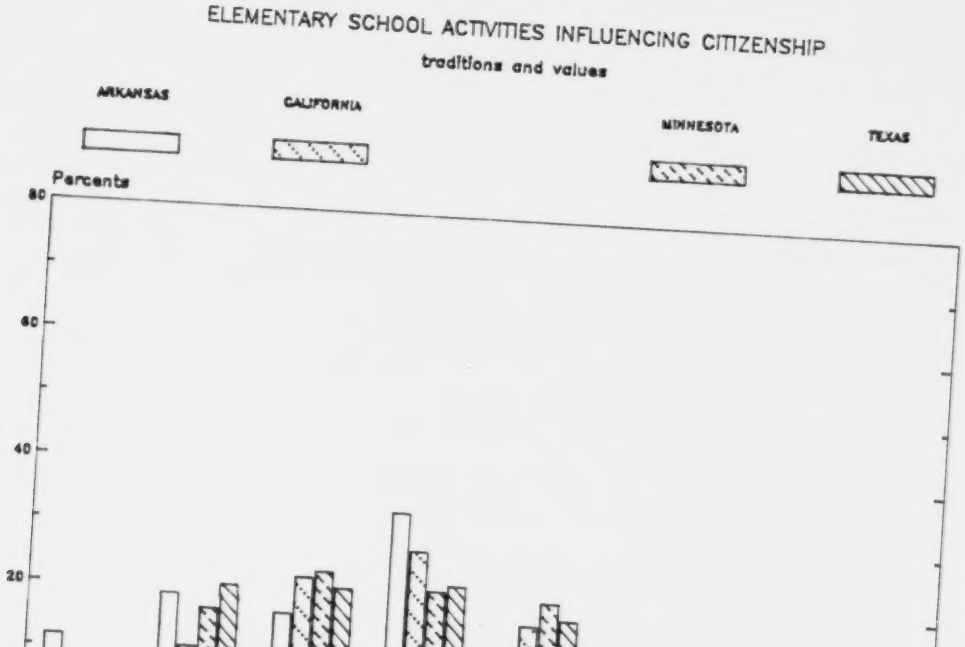
Cluster Rank	Arkansas	California	Minnesota	Texas
I	c	c	c, b	b, c
II	b	b, f	h, a	a, f, e, h
III	a, h, e	e, a	e	g
IV	f	h	f	d
V	g	g	g, d	
VI	d	d		

a. an activity in which I learn about the traditions and values that shaped my community and country
b. an activity dealing with current events
c. an activity in which I learn about the history and government of my country
d. an activity in which I work on a community project with community leaders
e. an activity in which I am asked to solve problems
f. an activity in which I learn to use constitutional and legalistic processes
g. an activity aimed at my individual needs and interests
h. an activity in which I look at world wide needs and responsibilities.

SURVEY RESULTS ITEM #6

In looking over my experiences in elementary school (K-6) the following did have an important influence on my current citizenship *(No rankings are given for the Arkansas Data as they were shown to be statistically equivalent.):

a. activities in which respondents learn about the traditions and values that shaped their community and country -- bar chart and rank orders.



Arkansas	(SA 2, 3, 1, 5, 4, 0, 6 SD)
California	(SA 4, 2, 1, 3, 4, 5, 6 SD)
Minnesota	(SA 4, 1, 2, 3, 5, 6, 7 SD)
Texas	(SA 3, 2, 1, 4, 6, 7, 5 SD)
Composite	(SA 3, 2, 1, 3, 4, 5, 6 SD)

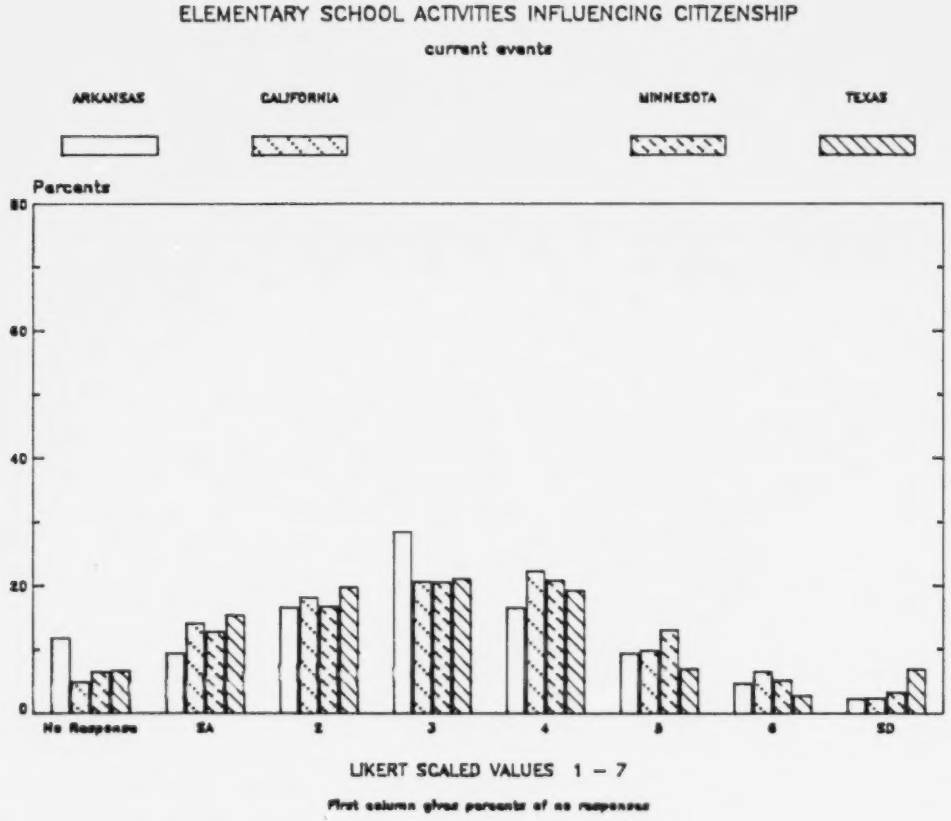
Result:

Respondents in the California, Minnesota, and Texas groups indicate that they were **favorably inclined** toward activities in which elementary students learned about the traditions and values that shaped the community and nation as a citizenship education approach.

Discussion:

Results indicate the student perception that using traditions and values activities in connection with the origins of the community and country is a preferred approach for giving elementary students instruction in citizenship education. The respondents seem to be in complete agreement on the importance of this approach for elementary students. This result contains the implied suggestion that traditions and values related to citizenship could be most effectively taught in the elementary grades. While there may be several reasons for this respondent perception, the correlation between a student's age and his/her susceptibility, in terms of the impact that lessons about American traditions and democratic values can have on each individual student, is at its optimum of receptiveness during the elementary school years.

b. activities dealing with current events – bar chart and rank orders.



Arkansas	(SA 4, 2, 1, 2, 3, 5, 6 SD)
California	(SA 4, 3, 2, 1, 5, 6, 7 SD)
Minnesota	(SA 5, 3, 2, 1, 4, 6, 5 SD)
Texas	(SA 3, 2, 1, 2, 5, 6, 7 SD)
Composite	(SA 4, 3, 1, 2, 5, 6, 7 SD)

Results:

1) Respondents as a whole were **moderately inclined** toward activities which included current events for elementary students as a citizenship education approach.

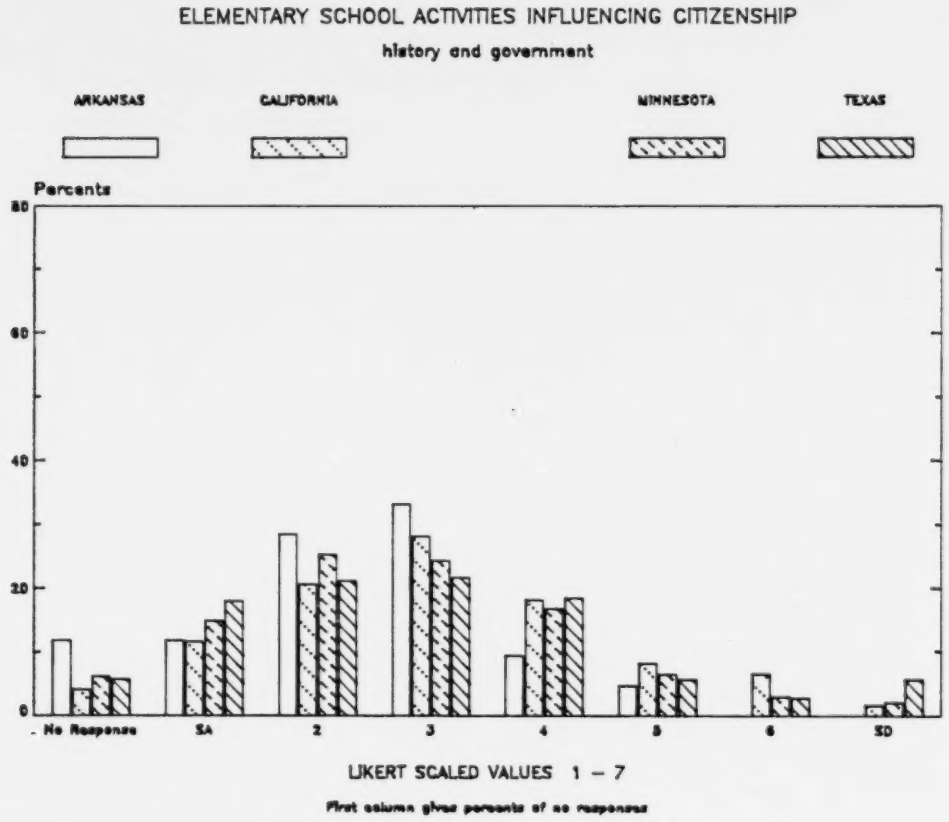
2) Respondents in California and Minnesota were somewhat more enthusiastic in their response toward activities which included current events for elementary students as a citizenship education approach.

3) Respondents in Texas were slightly less enthusiastic in their response toward activities which included current events for elementary students as a citizenship education approach.

Discussion:

Results indicate the student perception that using current events activities is a moderately acceptable approach for giving elementary students instruction in citizenship education. The differences between Minnesota and California groups and the Texas group may be due to differences in the extent to which these students were exposed to current events activities in the elementary school. The Texas response may imply that they had less access to current events activities than did the California and Minnesota groups. At the same time, these differences also may be due to the respondents' varying perceptions of when current events should become a regular classroom activity. The Texas group response may contain an implied suggestion that current events activities are not as appropriate for the elementary grades as they are for the secondary grades, while the California and Minnesota groups would be open to the introduction and use of current events activities with elementary students.

c. activities in which respondents learn about the history and government of their country – bar chart and rank orders.



Arkansas	(SA 3, 2, 1, 4, 5, 0, 0 SD)
California	(SA 4, 2, 1, 3, 5, 6, 7 SD)
Minnesota	(SA 4, 1, 2, 3, 5, 6, 7 SD)
Texas	(SA 3, 2, 1, 4, 5, 7, 6 SD)
Composite	(SA 4, 2, 3, 1, 5, 6, 7 SD)

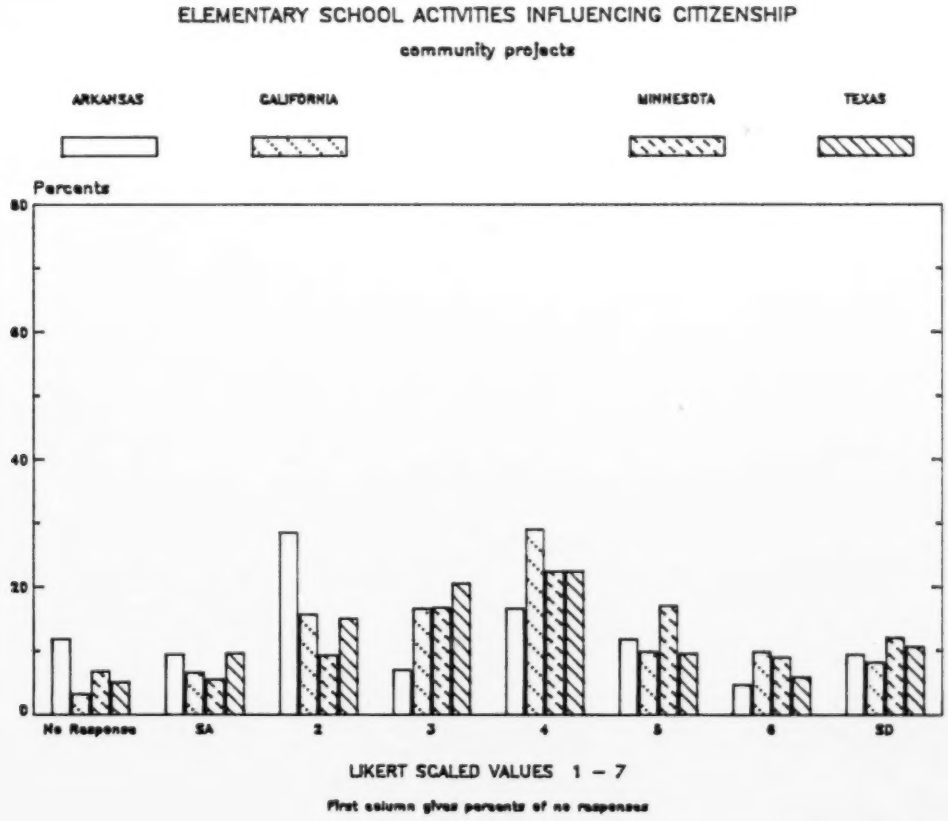
Result:

Respondents as a whole were **favorably inclined** toward activities in which the study of history and government of their country was being used effectively for elementary students as an approach for citizenship education.

Discussion:

Results indicate the student perception that using history and government activities in connection with learning about their country is a preferred approach for giving elementary students instruction in citizenship education. This response seems to emphasize the perception that history and government activities make an important contribution to elementary citizenship education. In addition, it may contain the implied suggestion that this approach is a useful means for helping students become aware of their democratic heritage and the nature of democratic processes and that this approach compliments, or is connected to, the teaching of traditions and values that shape the community and country (as reported in item "a"). Finally, the results may suggest the implied perception that an involvement with history and government activities in the elementary school is essential preparation for the history and government courses that will follow at the secondary level.

d. activities in which respondents work on a community project with community leaders – bar chart and rank orders.



Arkansas	(SA 4, 1, 5, 2, 3, 6, 4 SD)
California	(SA 6, 3, 2, 1, 4, 4, 5 SD)
Minnesota	(SA 7, 5, 2, 1, 3, 6, 4 SD)
Texas	(SA 5, 3, 2, 1, 5, 6, 4 SD)
Composite	(SA 6, 2, 3, 1, 4, 7, 5 SD)

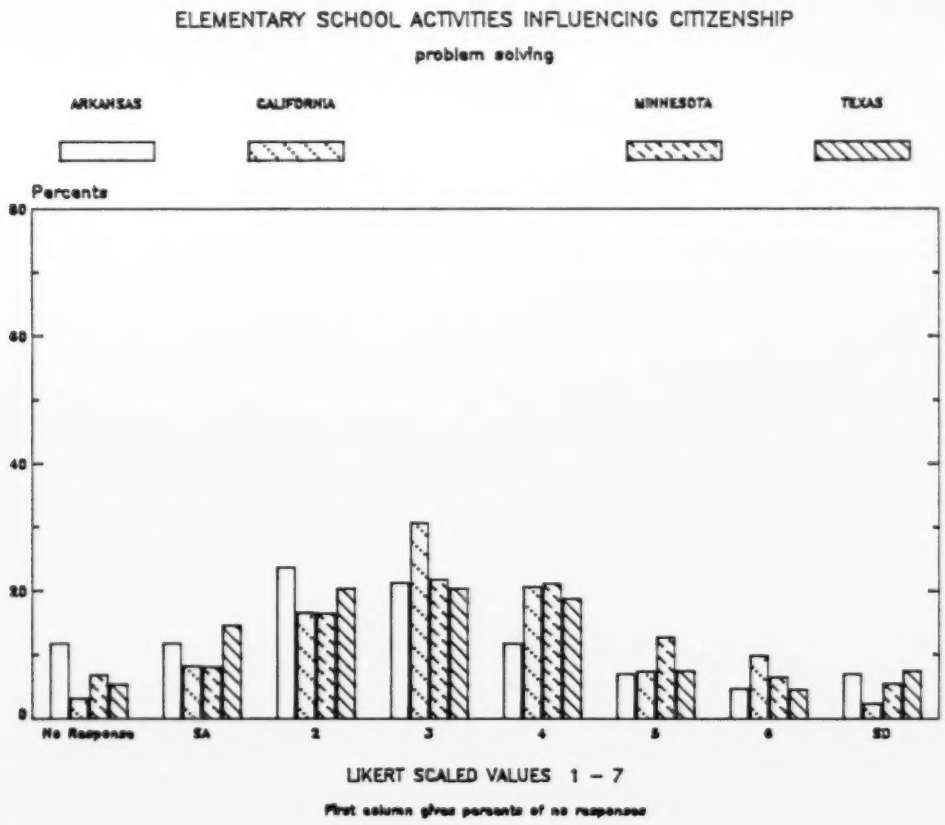
Result:

Respondents as a whole were **doubtfully inclined** toward activities in which community studies and working with community leaders would make a contribution to the elementary students' citizenship education.

Discussion:

Results indicate the student perception that using community involvement activities in connection with community leaders is not a preferred approach for giving elementary students instruction in citizenship education. This response seems to contain a perceived student rejection of this approach as a citizenship education activity for elementary students. In addition, these student responses suggest that the schools are not, or have not, included students in community studies to any consequential extent. In addition, the strength of the responses seems to imply that community involvement activities are not making a contribution to citizenship education as is sometimes claimed in the literature. The consistent rejection of this approach may indicate that working on community projects as a citizenship activity is not something that students are likely to endorse at the present time.

e. activities in which respondents are asked to solve problems -- bar chart and rank orders.



Arkansas	(SA 3, 1, 2, 3, 4, 5, 4 SD)
California	(SA 5, 3, 1, 2, 6, 4, 7 SD)
Minnesota	(SA 5, 3, 1, 2, 4, 6, 7 SD)
Texas	(SA 3, 1, 1, 2, 4, 5, 5 SD)
Composite	(SA 4, 2, 1, 3, 5, 6, 7 SD)

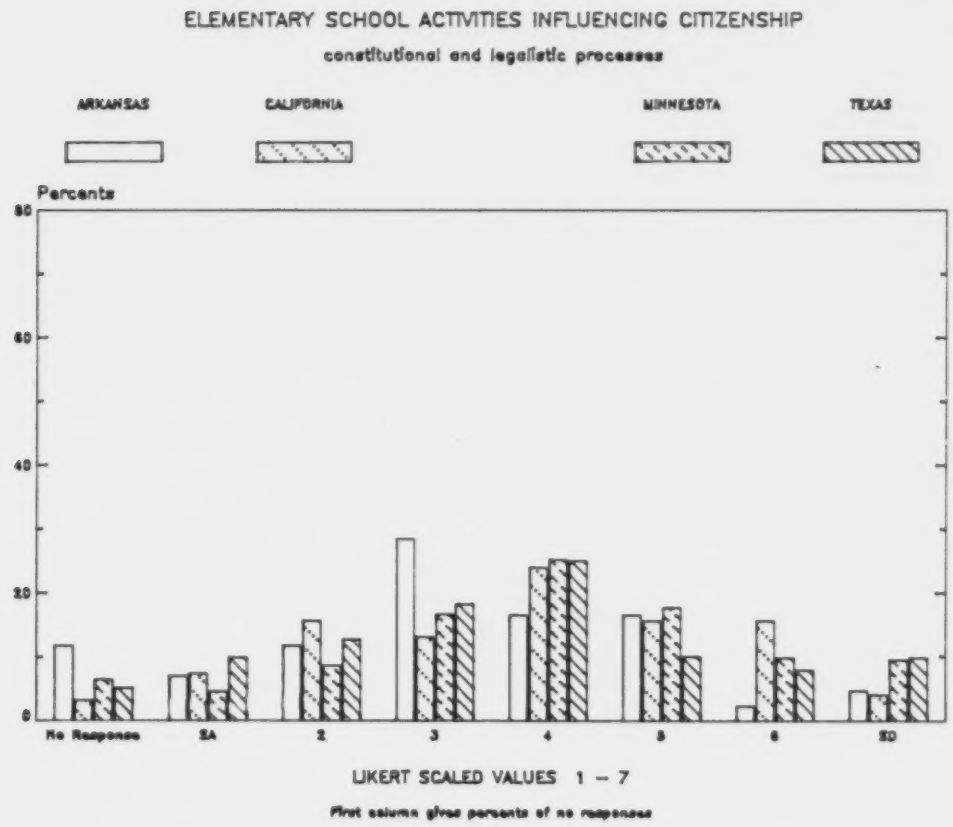
Result:

Respondents as a whole indicate that they were **moderately inclined** toward activities in which elementary students were asked to solve a problem as a citizenship education approach.

Discussion:

Results indicate the student perception that using problem-solving activities is a moderately acceptable approach for giving elementary students instruction in citizenship education. While this result may suggest that the problem-solving approach was not perceived as a favored activity for elementary students, it was, nonetheless, acceptable as an activity that might make a contribution to the cognitive skills associated with democratic citizenship. The respondents' moderate enthusiasm for this approach also may be an indication of the extent to which these students see problem-solving as a somewhat difficult and/or threatening activity regardless of the content being studied. The moderate response may actually imply, in spite of their personal feelings about this approach as expressed in Question #4, that the respondents recognize that future citizens need a certain amount of cognitive skill development for citizenship education, even if it seems to cause some anxiety.

f. activities in which respondents learn to use constitutional and legalistic processes – bar chart and rank orders.



Arkansas	(SA 4, 3, 1, 2, 2, 6, 5 SD)
California	(SA 4, 2, 3, 1, 2, 2, 5 SD)
Minnesota	(SA 6, 5, 3, 1, 2, 4, 4 SD)
Texas	(SA 4, 3, 2, 1, 4, 5, 4 SD)
Composite	(SA 6, 4, 2, 1, 3, 5, 6 SD)

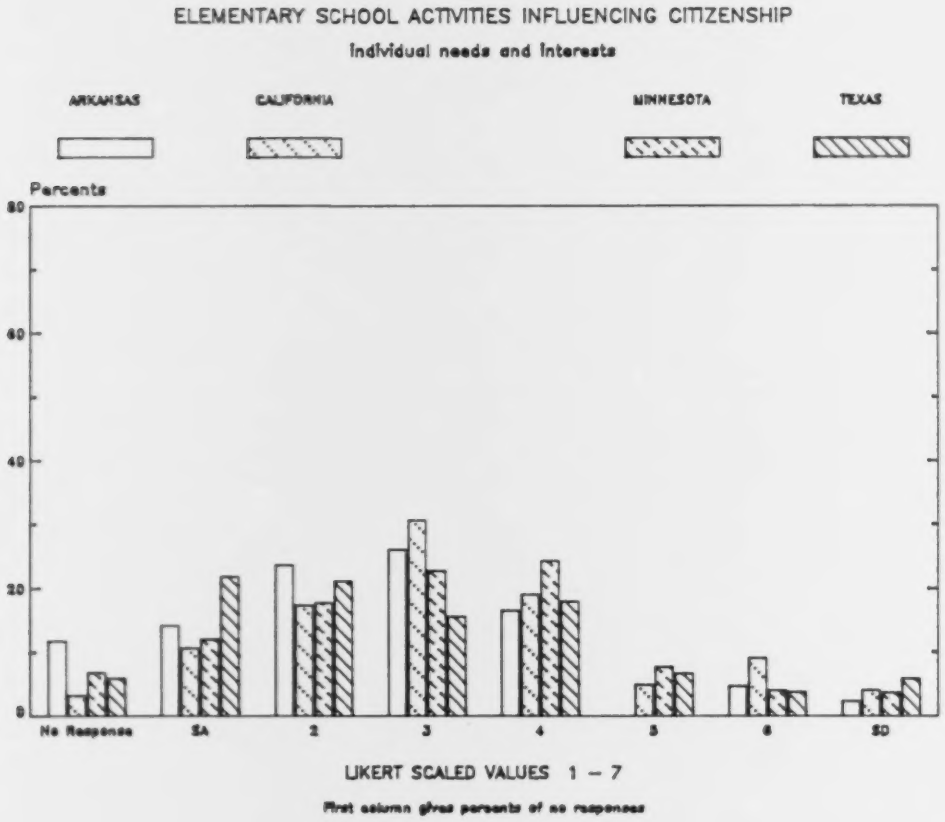
Result:

Respondents as a whole were **doubtfully inclined** toward activities in which elementary students used constitutional and legalistic processes as a citizenship education approach.

Discussion:

Results indicate the student perception that using constitutional and legalistic processes activities is not a preferred approach for giving elementary students instruction in citizenship education. The responses seem to suggest that activities associated with this approach are not appropriate for elementary students; therefore, this approach should not be used as a citizenship approach in the elementary school. Because, according to student perceptions, these are least favored student activities, it seems reasonable to conclude that something should be done to enhance the teaching of the constitution and judiciary processes in the schools. The respondents also may be suggesting that they perceive this approach as being too difficult for elementary students, which may imply that the study of the constitution and the legal system should not begin until the students are more mature. The strength of this response, however, suggests that there is a more serious problem; students seem to be expressing a more deeply felt rejection of this approach and this rejection may be based on classroom experiences in which these activities registered negative consequences for students.

g. activities aimed at individual respondent needs and interests -- bar chart and rank orders.



Arkansas	(SA 4, 2, 1, 3, 0, 5, 6 SD)
California	(SA 4, 3, 1, 2, 6, 5, 6 SD)
Minnesota	(SA 4, 3, 2, 1, 5, 6, 6 SD)
Texas	(SA 1, 2, 4, 3, 5, 7, 6 SD)
Composite	(SA 4, 2, 1, 3, 6, 5, 7 SD)

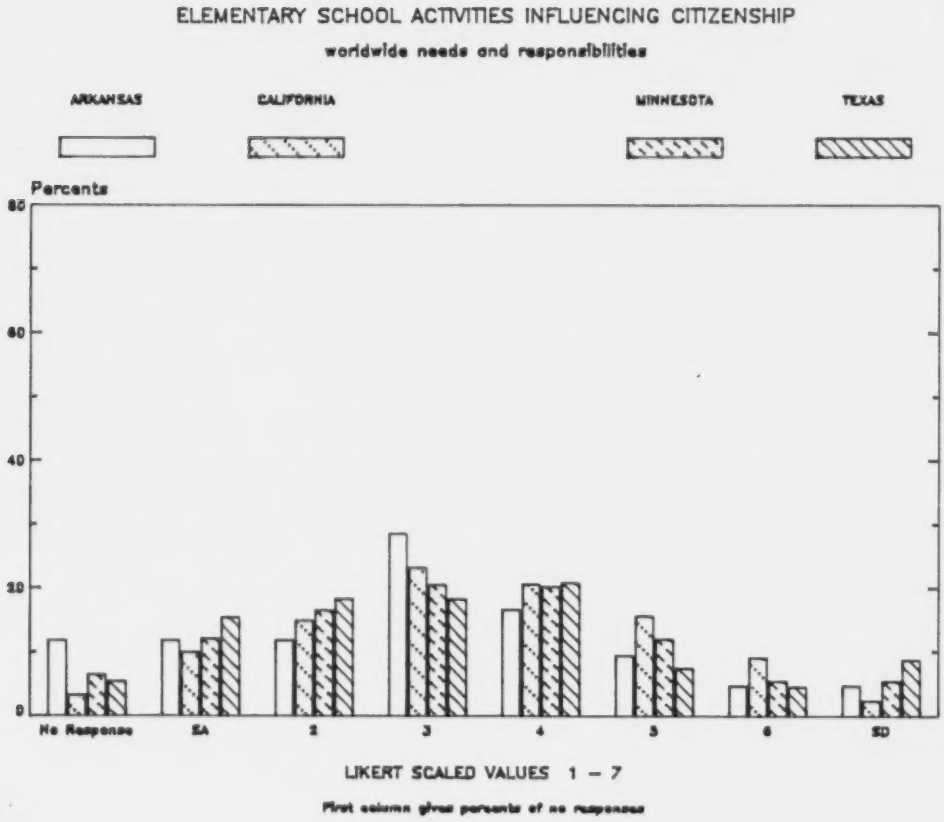
Result:

Respondents as a whole were **favorably inclined** toward activities that addressed the individual needs and interests of elementary students as a citizenship education approach.

Discussion:

Results indicate the student perception that using individual needs and interests activities is a preferred approach for giving elementary students instruction in citizenship education. The responding groups seem to have placed a high priority on elementary activities that include this approach and this priority may imply an undercurrent of shared feelings among students about the desirability of having teachers address some of their personal concerns. This response seems to imply a student perception of citizenship education that includes, or should include, more than political studies, or turned around the other way, that political studies should include the personal concerns of students, those who are doing the studying.

h. activities in which respondents look at worldwide needs and responsibilities – bar chart and rank orders.



Arkansas	(SA 3, 4, 1, 2, 5, 6, 6 SD)
California	(SA 5, 4, 1, 2, 3, 6, 7 SD)
Minnesota	(SA 3, 2, 1, 1, 3, 4, 4 SD)
Texas	(SA 3, 2, 2, 1, 5, 6, 4 SD)
Composite	(SA 4, 3, 1, 2, 5, 6, 7 SD)

Result:

Respondents as a whole were **moderately inclined** toward activities for elementary students that included worldwide needs and responsibilities as a citizenship education approach.

Discussion:

Results indicate the student perception that using worldwide needs and responsibilities activities is a moderately acceptable approach for giving elementary students instruction in citizenship education. This somewhat modest result suggests that these types of activities, while acceptable, are not considered the core of citizenship education for elementary students. The respondents may share the perception that these types of activities are a little difficult for elementary students and that elementary students need to grapple with home, neighborhood and community before an in-depth study of worldwide concerns is undertaken. On the other hand, this result also might suggest that a mild introduction into world affairs at the elementary level may help these students to develop a sense of community with the peoples and cultures of the world and that this sense of community will become more important later on.

STATISTICAL ANALYSIS

SUMMARY RESULTS FOR QUESTION 6
ACROSS ITEMS a, b, c, d, e, f, g, & h

The questionnaire contained seven separate questions with multiple components, a - h, that were rated on a seven point Likert scale. The last four questions are reported in this monograph.

Boos Summary Statistical Tables for Q6

The researchers addressed a basic hypothesis regarding the responses of students on the component parts of question #6 (Q 6). The hypothesis is stated below:

H: Student responses were the same across all components of a question within a given school district.

Question 6. In looking over my experiences in elementary school (K-6), the following did have an important influence on my current citizenship:

a. an activity in which I learn about the traditions and values that shaped my community and country
b. an activity dealing with current events
c. an activity in which I learn about the history and government of my country
d. an activity in which I work on a community project with community leaders
e. an activity in which I am asked to solve problems
f. an activity in which I learn to use constitutional and legalistic processes
g. an activity aimed at my individual needs and interests
h. an activity in which I look at world wide needs and responsibilities.

Cluster Rank for Question #6

Using the location parameter from the Boos Test, the responses from each of the four districts potentially can be ordered with the following hypothesized equivalence clusters.

Cluster Rank	Arkansas	California	Minnesota	Texas
I		c, a	c, a	a
II		b, g	g, b, h, e	g, c
III		e, h	d, f	b, e, h
IV		d, f		d
V				f

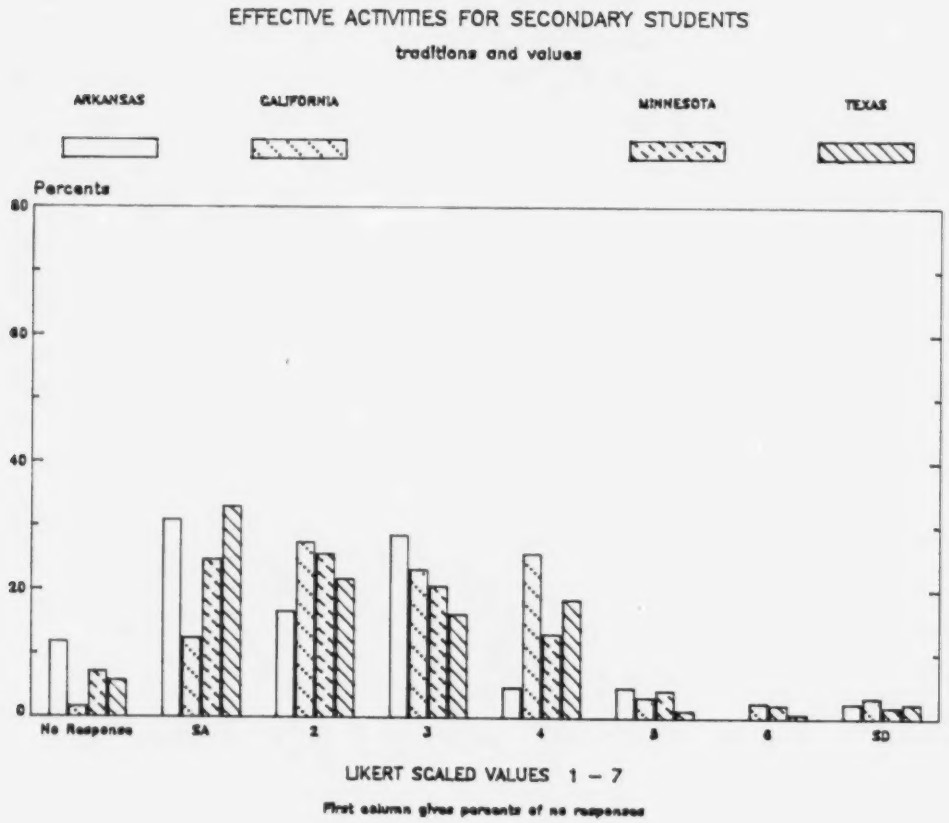
(No rankings are given for the Arkansas Data as they were shown to be statistically equivalent.)*

a. an activity in which I learn about the traditions and values that shaped my community and country
b. an activity dealing with current events
c. an activity in which I learn about the history and government of my country
d. an activity in which I work on a community project with community leaders
e. an activity in which I am asked to solve problems
f. an activity in which I learn to use constitutional and legalistic processes
g. an activity aimed at my individual needs and interests
h. an activity in which I look at world wide needs and responsibilities.

SURVEY RESULTS ITEM #7

I feel that the following activities would be effective with secondary students (7th through 12th grades -- *No rankings are given for the Arkansas Data as they were shown to be statistically equivalent.):

a. activities in which respondents learn about the traditions and values that shaped their community and country -- bar chart and rank orders.



Arkansas	(SA 1, 3, 2, 5, 4, 0, 6 SD)
California	(SA 4, 1, 3, 2, 5, 6, 5 SD)
Minnesota	(SA 2, 1, 3, 4, 5, 6, 7 SD)
Texas	(SA 1, 2, 4, 3, 6, 7, 5 SD)
Composite	(SA 1, 2, 3, 4, 5, 7, 6 SD)

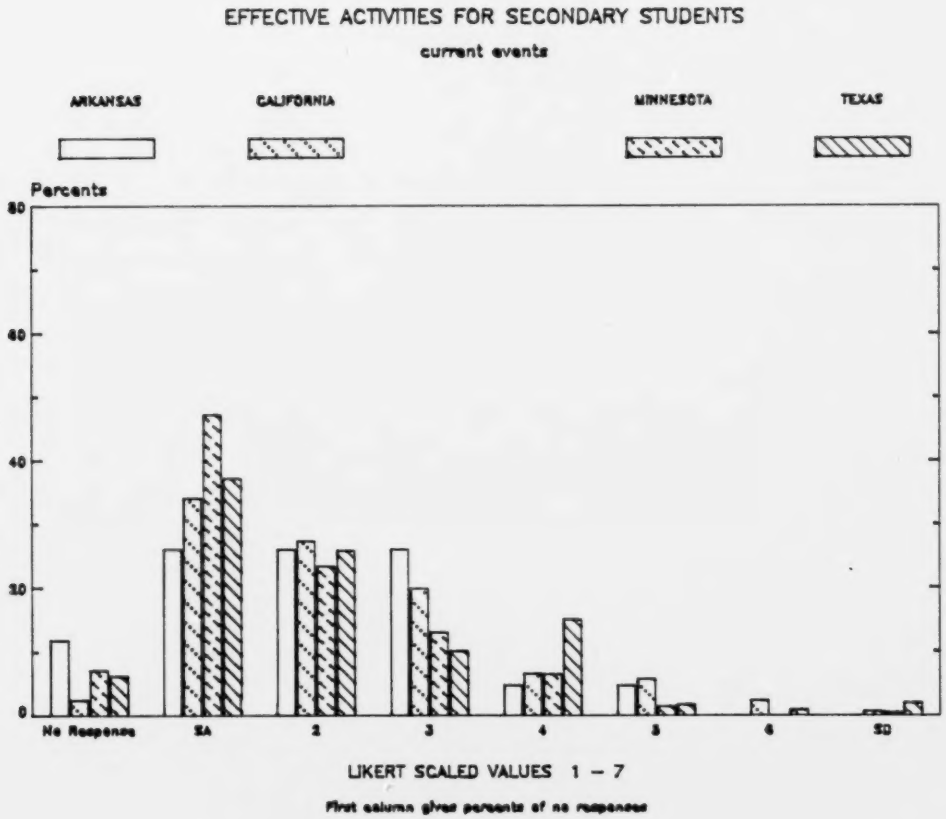
Result:

Respondents indicate that they were **moderately inclined** toward activities that emphasized the traditions and values for secondary students as a citizenship education approach.

Discussion:

Results indicate the student perception that using traditions and values activities in connection with the origins of the community and country is a moderately acceptable approach for giving secondary students instruction in citizenship education. In responding to this item in Question #6, these same student groups registered a more favorable response when these activities are used with elementary students; therefore, the respondents seem to have made a rather fine distinction regarding the grade level application of this citizenship approach. By expressing more support for the use of traditions and values activities for the elementary students, the respondents may be expressing the perception that citizenship values are more effectively taught and, therefore, more effectively acquired in the elementary school. This response, turned around the other way, may imply that secondary students are not as responsive to activities that present traditions and values as elementary students are. Despite the implication of this result, we would argue that traditions and values can be effectively taught at the secondary level as long as these activities are not couched in simplistic, nationalistic, or emotional pleas. Secondary students might, for example, find the study of democratic traditions and values of great importance when they are used as a reference for the study of modern social, economic and political problems including the current struggles of third world peoples to rid themselves of their totalitarian regimes.

b. activities dealing with current events – bar chart and rank orders.



Arkansas	(SA 1, 1, 1, 2, 2, 0, 0 SD)
California	(SA 1, 2, 3, 4, 5, 6, 7 SD)
Minnesota	(SA 1, 2, 3, 4, 5, 0, 6 SD)
Texas	(SA 1, 2, 4, 3, 6, 0, 5 SD)
Composite	(SA 1, 2, 3, 4, 5, 6, 6 SD)

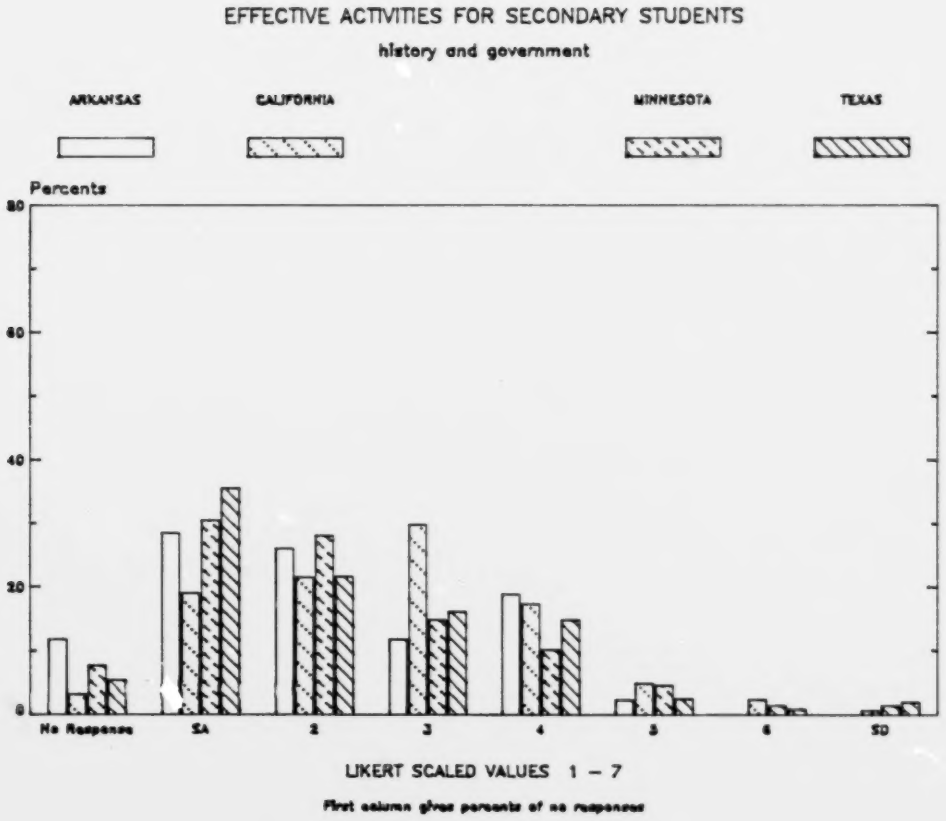
Result:

Respondents indicate that they were **favorably inclined** toward activities for secondary students that included the current events approach to citizenship education.

Discussion:

Results indicate the student perception that using current events activities is a preferred approach for giving secondary students instruction in citizenship education. This response may suggest that current events can make an important contribution to the citizenship education of secondary students. At the same time, we are concerned that this response may imply a not too flattering impression that current events activities are popular with students as long as they are handled in a superficial manner, or as long as students are not required to be too intellectually analytical in the study of current issues. Should this student response, which indicates a preference for current events, be no more than a shallow interest in information at the "what's happening today" level of understanding, educators should be discouraged toward such use of this approach. However, by comparing this response with the response given to item "h" (worldwide needs and responsibilities), we are willing to make the argument that students are interested in current events and that this interest seems to reflect a sincere need on the part of students to include current events activities in connection with programs designed to enhance their citizenship education.

c. activities in which respondents learn about the history and government of their country – bar chart and rank orders.



Arkansas	(SA 1, 2, 4, 3, 5, 0, 0 SD)
California	(SA 3, 2, 1, 4, 5, 6, 7 SD)
Minnesota	(SA 1, 2, 3, 4, 5, 6, 6 SD)
Texas	(SA 1, 2, 3, 4, 5, 7, 6 SD)
Composite	(SA 1, 2, 3, 4, 5, 6, 7 SD)

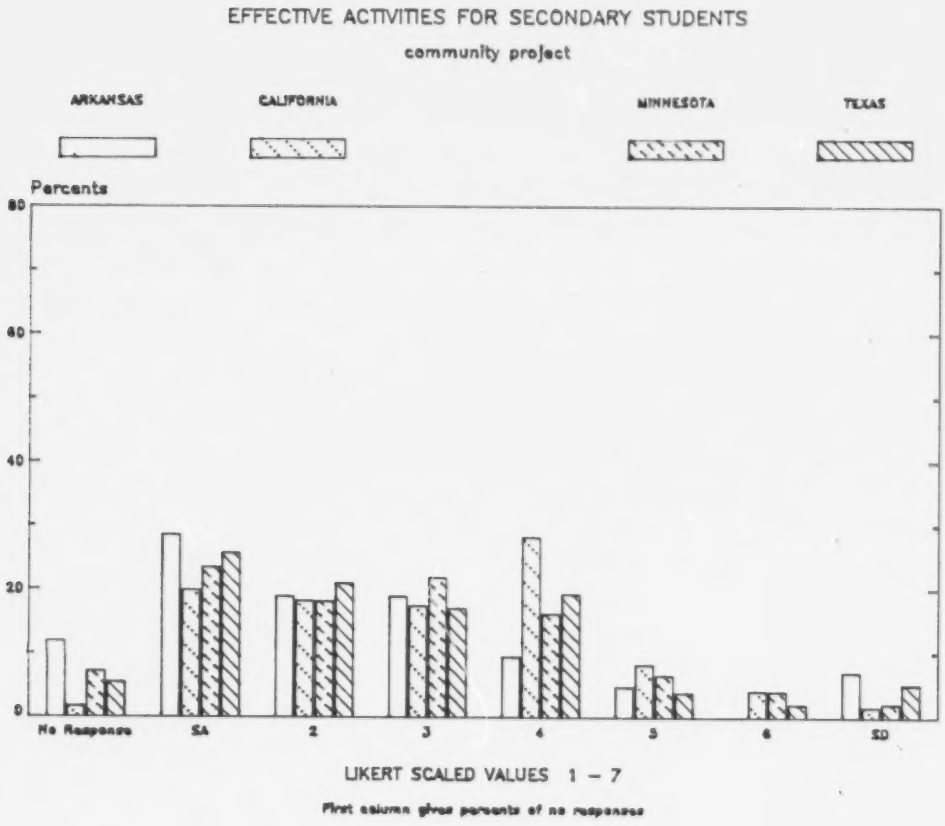
Result:

Respondents were **moderately inclined** toward activities for secondary students that included the teaching of national history and government as an approach to citizenship education.

Discussion:

Results indicate the student perception that using history and government activities in connection with learning about their country is a moderately acceptable approach for giving secondary students instruction in citizenship education. This result suggests that, as far as students are concerned, the history and government approach by itself may not be the most effective means for teaching citizenship education to secondary students. Furthermore, this result may imply that the teaching of history and government with a citizenship approach could be strengthened by the addition of a variety of other activities, some of which were addressed in this study. For over a century, educators, politicians and the public have viewed history and government courses to be at the very core of citizenship education instruction in American schools; yet for some reason, students do not seem to value this related approach to the same extent, suggesting that typically history and government approaches are not getting the citizenship message across to students.

d. activities in which respondents work on a community project with community leaders – bar chart and rank orders.



Arkansas	(SA 1, 2, 2, 3, 5, 0, 4 SD)
California	(SA 2, 3, 4, 1, 5, 6, 7 SD)
Minnesota	(SA 1, 3, 2, 4, 5, 6, 7 SD)
Texas	(SA 1, 2, 4, 3, 6, 7, 5 SD)
Composite	(SA 1, 2, 3, 4, 5, 7, 6 SD)

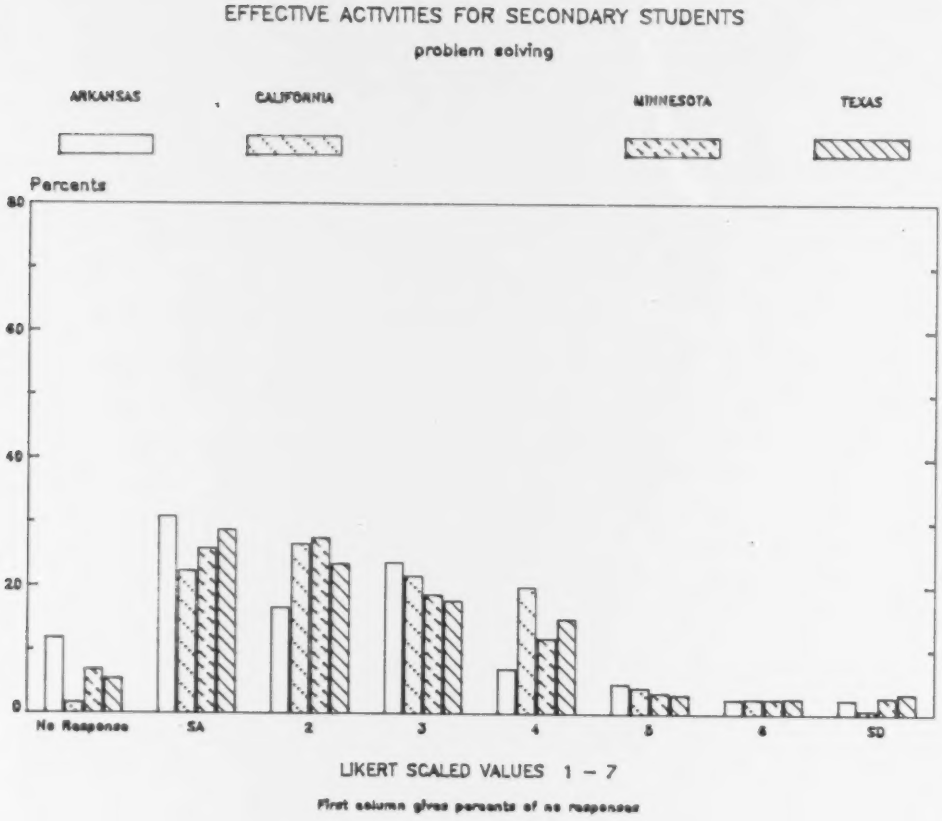
Result:

Respondents indicate that they were **doubtfully inclined** toward activities for secondary students that include or require community projects with community leaders as an approach for citizenship education.

Discussion:

Results indicate the student perception that using community involvement activities in connection with community leaders is not a preferred approach for giving secondary students instruction in citizenship education. This result seems to run against the grain of the body of educational literature that heralds community participation as an important element for citizenship education and implies that the schools may not be using these activities to any significant extent. At the same time, the results leave the impression that students are not at all interested in community involvement projects and, according to these responses, this approach is not acceptable for secondary students. The reasons for this seemingly negative reaction may be due, in part, to the priorities and commitments already placed on students in regard to time both inside and outside of school. Current student demands, combined with an apathetic school commitment toward community involvement, may have led to a situation in which the schools and community are not cooperating as integrated entities. While community leaders and school officials can provide reasons and excuses for not involving students in community projects, this lack of involvement may boil down to two main reasons: the scattered agenda of an overcrowded and textbook inclined curriculum; and the inability of school personnel and community leaders to make use creatively of available student talent. Consequently, community involvement does not seem to merit an important place in the priorities of secondary citizenship education. The most disturbing aspect of this result is that students seem so adamant in their lack of interest in community projects.

e. activities in which respondents are asked to solve problems -- bar chart and rank orders.



Arkansas	(SA 1, 3, 2, 4, 5, 6, 6 SD)
California	(SA 2, 1, 3, 4, 5, 6, 0 SD)
Minnesota	(SA 2, 1, 3, 4, 5, 6, 5 SD)
Texas	(SA 1, 2, 3, 4, 5, 5, 5 SD)
Composite	(SA 1, 2, 3, 4, 5, 6, 7 SD)

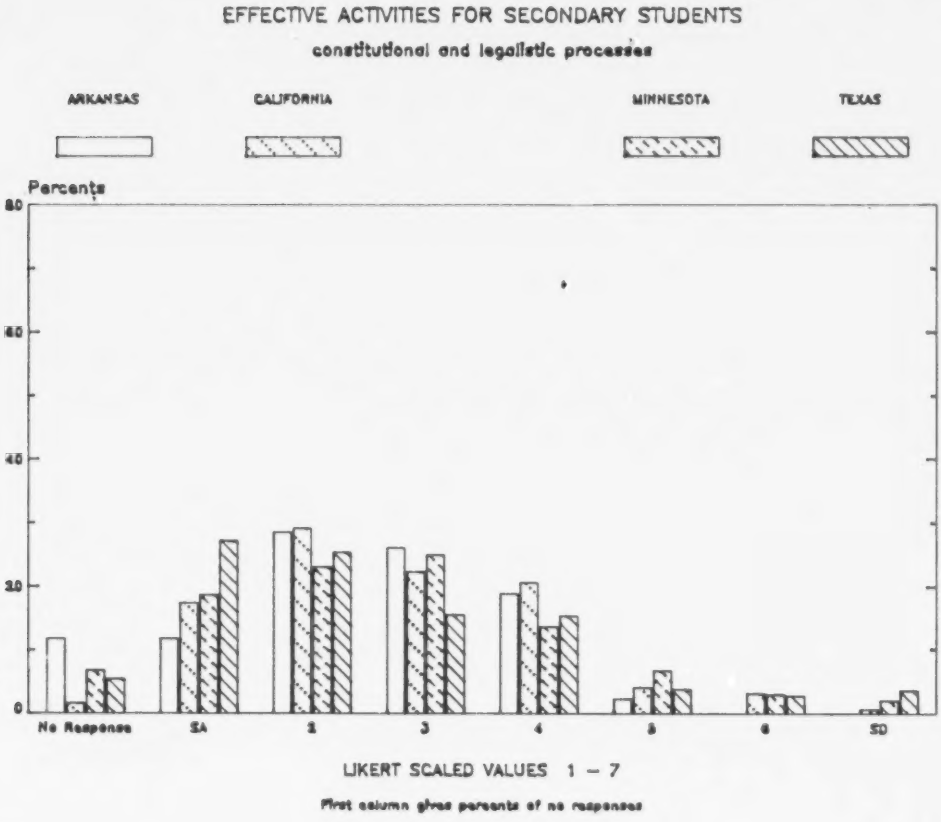
Result:

Respondents were **moderately inclined** toward activities for secondary students that required problem-solving as an approach to citizenship education.

Discussion:

Results indicate the student perception that using problem-solving activities is a moderately acceptable approach for giving secondary students instruction in citizenship education. These results may suggest that students do not perceive this approach as a critically important aspect of secondary citizenship education; yet the responses also may suggest that these activities should be included in citizenship education to some extent. Student responses to this item are consistent across all four questions of the survey in that students seem only modestly inclined to endorse this approach for secondary students or for students in any grade level, but are less inclined to endorse this approach for themselves. These types of activities seem to produce a certain avoidance response in students and this response may be due to the anxiety that is associated with problem-solving, an anxiety that is not overcome by either time or educational experience. There also may be a perception of difficulty involved in such approaches, as students may find the problem-solving process strange or foreign, therefore difficult, in light of the more commonly used expository teaching methods experienced by most students in the classroom. Despite these effects, problem-solving activities seem to contribute to the student perception that some exposure to cognitive skill activities does have a place within citizenship education and, therefore, should be included as a citizenship approach.

f. activities in which respondents learn to use constitutional and legalistic processes – bar chart and rank orders.



Arkansas	(SA 4, 1, 2, 3, 5, 0, 0 SD)
California	(SA 4, 1, 2, 3, 5, 6, 7 SD)
Minnesota	(SA 3, 1, 2, 4, 5, 6, 7 SD)
Texas	(SA 1, 2, 4, 3, 5, 6, 5 SD)
Composite	(SA 3, 1, 2, 4, 5, 6, 7 SD)

Results:

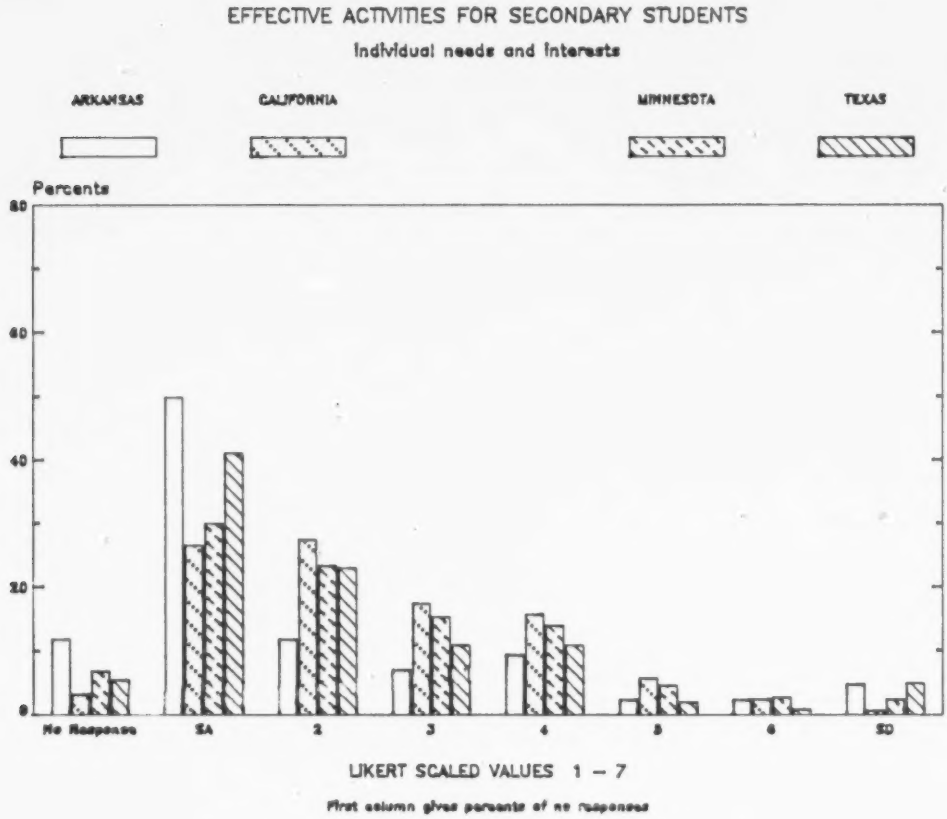
1) Respondents were **moderately inclined** toward activities for secondary students that included the use of constitutional and legalistic processes as an approach to citizenship education.

2) Respondents in the California and Texas groups expressed a moderate attitude toward the use of constitutional and legalistic processes as an effective activity for citizenship education for secondary students, while the Minnesota group expressed a less than moderate or somewhat unfavorable attitude toward constitutional and legalistic processes as an effective activity for citizenship education for secondary students.

Discussion:

Results indicate the student perception that using constitutional and legalistic processes activities is a moderately acceptable approach for giving secondary students instruction in citizenship education. This somewhat mixed response, ranging between moderately inclined to doubtfully inclined, seems to indicate a perceptual difference between student groups over the use of constitutional and legalistic processes as an activity for citizenship education in the secondary schools. The pattern of distribution on this item seems to be a striking exception in comparison to the usual minor variations that occur within the Cluster Rank Charts over questions 4, 5, 6, and 7. Throughout the survey we were unwilling to contribute variational differences to regional, social or economic factors, thus suggesting that these differences may be due to other causes. While admitting that regional, social and economic influences may contribute to this variation of response, the consistent pattern of agreement between responding groups over the entire survey tends to imply that this is not the case. Therefore, we turned to instructional influences as a possible source for response variation differences. In looking to instructional influences, we could argue that the Texas group has had more exposure to the use of constitutional and legalistic processes than the California or Minnesota group has. As a result of this exposure, the Texas group seems to be more supportive of this approach than the California and Minnesota groups who may have had less exposure to this approach. By turning the logic around, it also could be argued that the Minnesota group had more unsatisfactory instructional exposure to this approach, and as a consequence, was less supportive of this approach than their counterpart groups in Texas and California.

g. activities aimed at individual respondent needs and interests – bar chart and rank orders.



Arkansas	(SA 1, 2, 4, 3, 6, 6, 5 SD)
California	(SA 2, 1, 3, 4, 5, 6, 7 SD)
Minnesota	(SA 1, 2, 3, 4, 5, 6, 6 SD)
Texas	(SA 1, 2, 3, 4, 5, 6, 6 SD)
Composite	(SA 1, 2, 3, 3, 4, 6, 5 SD)

Results:

1) Respondents were **favorably inclined** toward activities for secondary students that incorporated their individual needs and interests into citizenship education as an approach.

2) In spite of the favorable result, respondents in the California, Minnesota and Texas groups were quite divided toward activities aimed at their individual needs and interests as an effective means of citizenship education for secondary students. The California and Minnesota groups were moderately inclined toward activities aimed at their individual needs and interests as an effective means of citizenship education for secondary students, while the Texas group was favorably inclined toward these citizenship activities for secondary students. The favorably inclined value seems to be a borderline case in which the student groups have mixed opinions about this survey item.

Discussion:

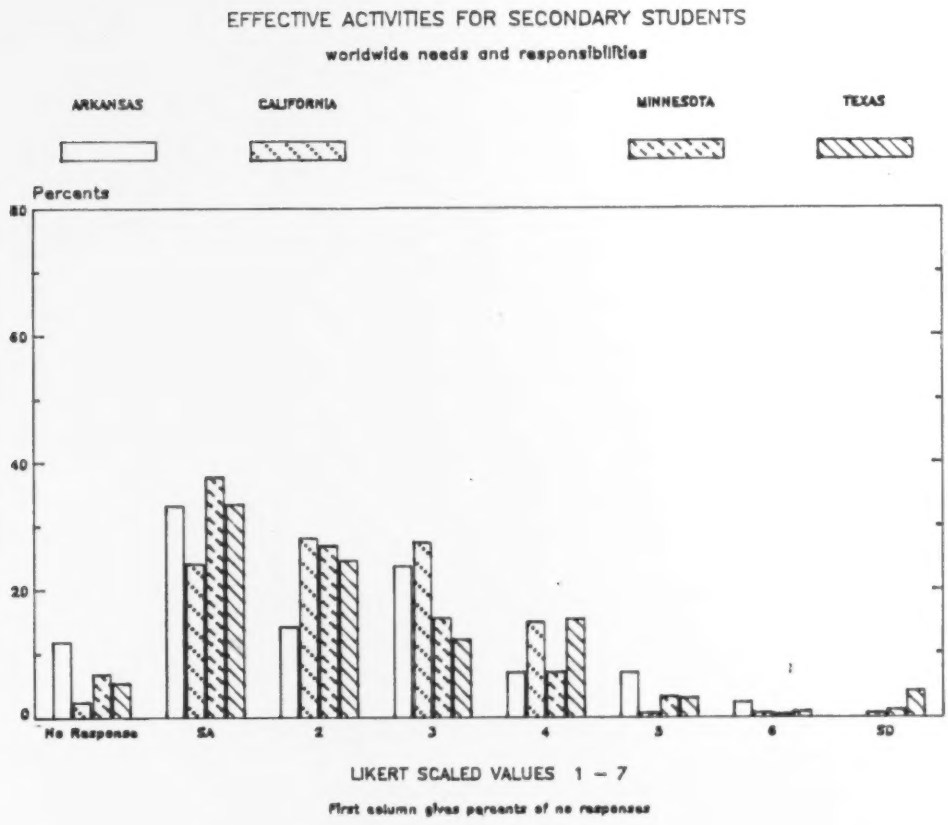
Results indicate the student perception that using individuals needs and interests activities is a preferred approach for giving secondary students instruction in citizenship education. These somewhat mixed results regarding citizenship activities aimed at students' individual needs and interests are more complicated than most of the other responses in the survey. By examining individual group responses on related question items, we may be able to gain some insights into this mixed response. For example, in Question #4 the California group was favorably inclined toward this item for themselves and they also recommended these types of activities for secondary and elementary students in Questions #6 and #7. The Minnesota group's response, on the other hand, was more inconsistent over this same item for all four questions, but the tone of their responses was moderate. The main inconsistency between groups is found in the stronger recommendation for this approach with elementary students, but not for themselves or for other secondary students. The student groups did agree that their teachers did not favor this approach.

With the exception of the Minnesota group, student responses seem to favor the use of these types of citizenship activities, but this agreement falls apart over grade level applications (all three groups were in favor of using this approach with elementary students). Two groups, California and Texas, recommended these activities for secondary students, while the Minnesota group did not favor this approach for themselves or for secondary students.

The Minnesota group seems to stand apart from the other groups over the applications of this approach for secondary students. We might argue

that instructional differences may have caused the Minnesota group to place less value on these citizenship activities because they prefer group learning experiences that promote the development of cooperative learning skills; or perhaps the Minnesota student group does not value or favor the mixing of personal needs and interests with citizenship education while the other groups do favor such an approach.

h. activities in which respondents look at worldwide needs and responsibilities – bar chart and rank orders.



Arkansas	(SA 1, 3, 2, 4, 4, 5, 0 SD)
California	(SA 3, 1, 2, 4, 5, 5, 5 SD)
Minnesota	(SA 1, 2, 3, 4, 5, 7, 6 SD)
Texas	(SA 1, 2, 4, 3, 6, 7, 5 SD)
Composite	(SA 1, 2, 3, 4, 5, 7, 6 SD)

Result:

Respondents were **moderately inclined** toward activities for secondary students that included the worldwide needs and responsibilities approach to citizenship education.

Discussion:

Results indicate the student perception that using worldwide needs and responsibilities activities is a moderately acceptable approach for giving secondary students instruction in citizenship education. This result seems to be correlated with the current events item "b" on the Cluster Rank Chart for questions #6 and #7. This correlation seems to suggest that the study of worldwide needs and responsibilities is an appropriate approach for the study of citizenship education in the secondary schools and this approach should be related to current events. By comparing the Cluster Rank positions for these same items as they relates to question #6, we find a stronger correlation, but with less support for this approach for elementary students. The respondents seem to agree that worldwide needs and responsibilities activities should be related to the study of current events and that these approaches should be aimed primarily at secondary students.

STATISTICAL ANALYSIS

SUMMARY RESULTS FOR QUESTION 7 ACROSS ITEMS a, b, c, d, e, f, g, & h

The questionnaire contained seven separate questions with multiple components, a - h, that were rated on a seven point Likert scale. The last four questions are reported in this monograph.

Boos Summary Statistical Tables for Q7

The researchers addressed a basic hypothesis regarding the responses of students on the component parts of question #7 (Q 7). The hypothesis is stated below:

H: Student responses were the same across all components of a question within a given school district.

Question 7. I feel that the following activities would be effective with secondary students (grades 7-12):

a. an activity in which I learn about the traditions and values that shaped my community and country
b. an activity dealing with current events
c. an activity in which I learn about the history and government of my country
d. an activity in which I work on a community project with community leaders
e. an activity in which I am asked to solve problems
f. an activity in which I learn to use constitutional and legalistic processes
g. an activity aimed at my individual needs and interests
h. an activity in which I look at world wide needs and responsibilities.

Cluster Rank for Question #7

Using the location parameter from the Boos Test, the responses from each of the four districts can potentially be ordered with the following hypothesized equivalence clusters.

Cluster Rank	Arkansas	California	Minnesota	Texas
I		b	b	g, b
II		h, g	h	c, h, a, e, f
III		e, f, c	c, g, e, a	d
IV		a, d	d, f	

(No rankings are given for the Arkansas Data as they were shown to be statistically equivalent.) *

a. an activity in which I learn about the traditions and values that shaped my community and country
b. an activity dealing with current events
c. an activity in which I learn about the history and government of my country
d. an activity in which I work on a community project with community leaders
e. an activity in which I am asked to solve problems
f. an activity in which I learn to use constitutional and legalistic processes
g. an activity aimed at my individual needs and interests
h. an activity in which I look at world wide needs and responsibilities.

SUMMARY AND COMBINED RESULTS FOR QUESTIONS 4,5,6, & 7

Question #4: I prefer to study citizenship through the following activities:

Summary Conclusions for Question #4

Favorably Inclined:

- b. an activity dealing with current events
- g. an activity aimed at my individual needs and interests

Moderately Inclined:

- c. an activity in which I learn about the history and government of my country
- h. an activity in which I look at worldwide needs and responsibilites

Doubtfully Inclined:

- a. an activity in which I learn about the traditions and values that shaped my community and country
- d. an activity in which I work on a community project with community leaders
- e. an activity in which I am asked to solve problems
- f. an activity in which I learn to use constitutional and legalistic processes

Question #5: My teachers tend to use the following activities when teaching citizenship:

Summary Conclusions for Question #5

Favorably Inclined:

- b. an activity with current events
- c. an activity in which I learn about the history and government of my country

Moderately Inclined:

- a. an activity in which I learn about the traditions and values that shaped my community and country
- e. an activity in which I am asked to solve problems
- f. an activity in which I learn to use constitutional and

legalistic processes

h. an activity in which I look at worldwide needs and responsibilties

Doubtfully Inclined:

d. an activity in which I work on community projects with community leaders

g. an activity aimed at my individual needs and interests

Question #6: In looking over my experiences in elementary school (grades K-6), the following did have an important influence on my current citizenship:

Summary Conclusions for Question #6

Favorably Inclined:

a. an activity in which I learn about the traditions and values that shaped my community and country

c. an activity in which I learn about the history and government of my country

g. an activity aimed at my individual needs and interests

Moderately Inclined:

b. an activity with current events

e. an activity in which I am asked to solve problems

h. an activity in which I look at worldwide needs and responsibilities

Doubtfully Inclined:

d. an activity in which I work on a community project with community leaders

f. an activity in which I learn to use constitutional and legalistic processes

Question #7: I feel that the following activities would be effective with secondary students (grades 7-12):

Summary Conclusions for Question #7

Favorably Inclined:

b. an activity dealing with current events

g. an activity aimed at my individual needs and responsibilities

Moderately Inclined:

a. an activity in which I learn about the traditions and values that shaped my community and country
c. an activity in which I learn about the history and government of my country
e. an activity in which I am asked to solve problems
f. an activity in which I learn to use constitutional and legalistic processes
h. an activity in which I look at worldwide needs and responsibilities

Doubtfully Inclined:

d. an activity in which I work on a community project with community leaders

The summary results provide the basis for a combined analysis which follows below:

Combined Results:

a. an activity in which I learn about the traditions and values that shaped my community and country

Question	Combined Result
Question #4 (I prefer)	Doubtfully inclined
Question #5 (my teacher)	Moderately inclined
Question #6 (elementary)	Favorably inclined
Question #7 (secondary)	Moderately inclined

Discussion:

As a combined response, the four student groups indicate the perception that using activities which include traditions and values that shaped the community and nation is a favorable citizenship approach for elementary students, is moderately favored by their teachers and for secondary students, but is not favored for themselves. The combined results suggest that while the respondents do not personally care to be involved with these types of activities, at the same time, they do favor this approach for elementary students and more moderately for secondary students. The respondents' perception may contain the suggestion that these types of activities are appropriate for elementary students with less concentrated carry-over instruction in the secondary schools. In other words, the respondents seem to imply that while traditions and

values are important to the development of good citizenship, these traditions and values should be acquired at an early age and only moderately reinforced at a later age. The students' seemingly personal disfavor of this approach may be based on some school related experiences in which the teaching of values and traditions may have been mishandled or presented in a simplistic or closed and non-motivational way. Should this be the case, there is need for improved programs related to the teaching of values and traditions pertaining to American society.

b. an activity dealing with current events

Question	Combined Result
Question #4 (I prefer)	Favorably inclined
Question #5 (my teacher)	Favorably inclined
Question #6 (elementary)	Moderately inclined
Question #7 (secondary)	Favorably inclined

Discussion:

As a combined response, the four student groups indicate the perception that using activities dealing with current events is a favorable citizenship approach for themselves and elementary and secondary students, while their teachers moderately favor this approach. These results suggest that current events activities are an important approach for citizenship instruction across the grades, but are especially important at the secondary level. While the support for current events activities was less favorable for the elementary schools, the respondents did, to a lesser degree, support the study of current events for younger students. The moderate result for current events as an elementary activity may be grounded in the respondents' perception that elementary students do not possess the background and analytical skills needed in order to understand complex current events problems. The student perception that their teachers favor the use of current events activities as a citizenship education approach may reveal that over the years students are exposed frequently to opportunities to study contemporary issues and problems. Overall, the results seem to indicate that citizenship education should include the contemporary studies activities so that students can acquire an interest in community, nation, and world, further suggesting that an important characteristic of the good citizen is an awareness of contemporary issues and problems.

c. an activity in which I learn about the history and government of my country

Question	Combined Result
Question #4 (I prefer)	Moderately inclined
Question #5 (my teacher)	Favorably inclined
Question #6 (elementary)	Favorably inclined
Question #7 (secondary)	Moderately inclined

Discussion:

As a combined response, the four student groups indicate the perception that using activities in which they learn about the history and government of their country is a favorable citizenship approach for their teachers and for elementary students, and is moderately favored for themselves and for other secondary students. This result seems to favor these activities for elementary students as a foundation for citizenship instruction that will follow in the secondary schools. These students seem to hold the perception that their teachers favor this approach across both grade levels which may reflect the current importance given to American history and government instruction within the social studies curriculum. The milder personal preference for this approach to citizenship education may lend support to the perspective that history and government activities are not overly popular with students. When compared to other citizenship approaches, the history/government approach tends to fall into the middle ranks of student preference. Students seem to support the idea that good citizenship requires some basic knowledge of history and government, but that this knowledge is not as well received by students as it is by their teachers, implying that knowledge of history and government is not necessarily the most critical ingredient of good citizenship.

d. an activity in which I work on a community project with community leaders

Question	Combined Result
Question #4 (I prefer)	Doubtfully inclined
Question #5 (my teacher)	Doubtfully inclined
Question #6 (elementary)	Doubtfully inclined
Question #7 (secondary)	Doubtfully inclined

Discussion:

As a combined response, the four student groups indicate the perception that using activities in which they work on community projects with community leaders is not a favorable citizenship approach for themselves, their teachers, or for elementary and secondary students. Because the respondents indicated that their teachers were doubtfully inclined toward this approach, we suspect that these students may not have had the opportunity to participate in community projects in connection with the schools. As a consequence, respondents seem to hold the perception that participation in community projects with community leaders is not a needed or wanted activity for citizenship education. This result may be due, in part, to the contemporary conditions of student life in which heavy time demands are placed on students both in and out of school. In addition to attending school, large numbers of students are required to work after school while others participate in a variety of school and extra-curricular activities; still other students are not interested in school or in the community. Also, this result may reflect an attitude which suggests that these types of projects tend to be trivial, poorly organized and often do not address student interests or concerns. Possibly the schools may have failed to include students in cooperative projects within the community because of a lack of student interest or because in the past these activities did not live up to expectations as well as because of scheduling difficulties. If this result is any indication of the extent to which "student participation in community involvement" is affecting citizenship education in school, then we are safe in concluding that the schools have contributed little to the development of students' community participation skills.

e. an activity in which I am asked to solve problems

Question	Combined Result
Question #4 (I prefer)	Doubtfully inclined
Question #5 (my teacher)	Moderately inclined
Question #6 (elementary)	Moderately inclined
Question #7 (secondary)	Moderately inclined

Discussion:

As a combined response, the four student groups indicate the perception that using activities in which they are asked to solve problems is an approach moderately favored by their teachers, for elementary and

other secondary students, but not for themselves. The results indicate that these students do not care for this citizenship approach but approve it for other students. In other words, the idea of problem-solving as a citizenship approach generally sounds like a good idea, but they would prefer to avoid it for themselves. This suggests that problem-solving can create a certain level of frustration in students -- perhaps the same type of anxiety that is created by tests -- and to these students problem-solving may sound very much like a test. It may, for example, be difficult to adjust to multiple, non-single, right answer conclusions. As a consequence, students may prefer to avoid these types of activities. By nature, problem-solving begins by placing the students into problem situations that they must resolve and there may not be a way to totally eliminate the frustrations and anxieties that accompany these activities. At the same time, respondents seem willing to support the idea, in spite of the anxiety, that citizenship requires certain basic skills associated with solving problems and that a good citizen should possess problem-solving skills. Another possible explanation for this response is that students may perceive the problem-solving process as difficult and that this process is strange and foreign to them in light of the more typical expository lessons that they have become used to over the years. The moderate support for this approach also implies that in student opinion problem-solving should not become a central focus in citizenship, but that it should be included as a supportive activity. Perhaps what is needed is an instructional approach to problem-solving that begins by helping students deal with the difficulties and open-endedness that are encountered with problem resolution activities, as well as providing more opportunities to learn the problem-solving process at an earlier age and in a more simplified form.

f. an activity in which I learn to use constitutional and legalistic processes

Question	Combined Result
Question #4 (I prefer)	Doubtfully inclined
Question #5 (my teacher)	Moderately inclined
Question #6 (elementary)	Doubtfully inclined
Question #7 (secondary)	Moderately inclined

Discussion:

As a combined response, the four student groups indicate the perception that using activities in which they learn to use constitutional and legalistic processes is an approach moderately favored by their

teachers and for other secondary students, but is not favored for themselves or for elementary students. This response seem to imply that these activities were not favored by students as a means for citizenship education for themselves or for elementary students, perhaps because this approach seems to be perceived as being difficult and unappealing for most students. At the same time, the respondents seem to moderately value this approach for secondary students, perhaps as a means for helping them learn to deal with the judicial system and the various governmental agencies that they are beginning to encounter as young adults. In addition, this response seems to indicate that teachers only moderately emphasize this approach, perhaps in connection with history and government studies; as a result, students do not seem to have been overly burdened by these activities. Typically, government courses address constitutional and legalistic processes by describing the background that led up to the writing of the Constitution and development of the judiciary systems following the American Revolution. Later, students learn about the legal systems that were put into place under the direction of the federal legislature. In recent years, "jurisprudence" and "law-related" education programs have played a role in providing improved instruction and activities in these subjects. In spite of these attempts, students seem to be conveying the idea that while citizenship requires some basic knowledge of constitutional and legalistic processes, their experiences with these activities in the schools were not entirely satisfactory; thus this approach as typically practiced may not be very effective.

g. an activity aimed at my individual needs and interests

Question	Combined Result
Question #4 (I prefer)	Favorably inclined
Question #5 (my teacher)	Doubtfully inclined
Question #6 (elementary)	Favorably inclined
Question #7 (secondary)	Favorably inclined

Discussion:

As a combined response, the four student groups indicate the perception that using activities aimed at their individual needs and interests is a favorable citizenship approach for themselves and elementary and secondary students, while their teachers do not favor this approach. This response seems to include a perception which recognizes that student interests and concerns can be an important means through which citizenship education could be taught effectively beginning in the

elementary schools and extending through the secondary schools. However, these students also recognize that this approach is not considered to be of much value by teachers and that over the years their teachers have conveyed the message that the classroom was not the place where students' needs and interests should or could be incorporated within the goals of formal classroom instruction. The teacher may have conveyed the idea that classroom instruction is fundamentally class or group centered and that individual needs and concerns are of little importance to group instruction. This impression may have been relayed to students through their teachers' commitment to textbook instruction and the need to meet instructional mandates which are dictated from above, mandates that do not include or address the personal needs or concerns of students. More specifically, this perception implies that teachers do not take student felt needs and interests into account when planning citizenship activities. On the opposite side of this issue, students seem to be expressing the idea that, as far as they are concerned, the development of democratic citizenship requires that their needs and interests be accommodated as an important approach for citizenship education. This idea may be based on the perception that the development of good citizenship requires a certain amount of individual pursuit. Students may see personal activities in connection with citizenship education as a fundamental democratic learning process that must be experienced and practiced while growing up. The rationale for this perception may be based on the idea that the schools should help develop strong, individuals who can think and act by themselves, independent of the group, but ultimately for the good of society.

h. an activity in which I look at worldwide needs and responsibilities

Question	Combined Result
Question #4 (I prefer)	Moderately inclined
Question #5 (my teacher)	Moderately inclined
Question #6 (elementary)	Moderately inclined
Question #7 (secondary)	Moderately inclined

Discussion:

As a combined response, the four student groups indicate the perception that using activities in which they look at worldwide needs and responsibilities is a moderately favorable citizenship approach for themselves, their teachers, elementary and secondary students. This

response seems to indicate a student recognition that this approach is supported generally by teachers and students alike as a citizenship approach across all grade levels. The general concern for world affairs may suggest that students of all ages need to be exposed to the study of worldwide needs and responsibilities. In addition, this result may suggest that global approaches may be gaining student support as a means of enhancing citizenship education now and in the years ahead. At the same time, the across-the-board moderate importance given to this approach may imply that worldwide studies should be kept in balance with the study of national state and local needs and responsibilities. In other words, this response might suggest that citizenship education approaches should emphasize primarily the study of national state and local needs and responsibilities, but then include activities that focus on international needs and responsibilities once national concerns have been studied. According to this perception, the good citizen is aware of worldwide needs and is willing to take on some of the responsibilities that will contribute to the meeting of these needs, while primarily maintaining a strong viable society at home.

CONCLUSIONS AND RECOMMENDATIONS

The extensive literature on citizenship education includes historical, philosophical and applied writings. Social foundations of education contains a rich body of content describing the development of democratic citizenship as it pertains to educational development in western civilization. In recent years some scholars have written about the effects of educational reform on democratic citizenship by reflecting on the evolution of a unique citizenship education coming out of the American experience. Paralleling the work of the social foundation writers are the more specialized social studies writers who have directed their interests in citizenship education toward such specific instructional problems as citizenship approaches within the curriculum; the development of citizenship knowledge, skills, and values; the evaluation of civic knowledge; and a host of other instructional concerns that mainly focus on the teaching of history and government. From within this extensive literature, we have selected a small number of sources to be used as background for the findings of this study. Eminent among these writers is R. Freeman Butts, Professor Emeritus in the Foundations of Education, Teachers College, Columbia University. Professor Butts has contributed key books and articles dealing with educational history and citizenship education. In a recent publication (1989), Butts has analyzed current trends in educational reform and their effects on citizenship education. Contributions from the social studies literature include some of the writings of Fred M. Newmann of the University of Wisconsin, John J. Patrick of the University of Indiana, Richard C. Remy of Ohio State University, as well as other authors cited in this conclusion.

REFLECTIONS AND CONCLUSIONS

In 1982 we published an article in The Social Studies that identified and described eight citizenship approaches in the social studies (Dynneson and Gross, 1982, pp 229-234). These approaches were reflected in the current survey as were some items from an earlier survey published as a research monograph by the Center for Educational Research at Stanford (CERAS), (Dynneson, Gross, Nickel, 1988, pp 1-105). Since working with the literature, we found that Professor Fred M. Newmann had developed a similar list of eight citizenship approaches (Newmann, 1976). By comparing these two sets of approaches we see that the similarities tend to reflect the social studies literature that predated his list of approaches in 1976 and the literature that was added to this body by 1982 when we constructed our list of eight approaches.

In 1976 Fred M. Newmann identified a list of eight citizenship education approaches which included the following:

1. The Disciplines approach, which emphasizes the teaching of history, civics, and government

2. Law-related education approach, which became a product of the Law-Related Education Act of 1976

3. Social problems and public issues approach, which focuses on issues and problems such as war and peace and the problems of American society

4. Critical thinking and decision making approach, which attempts to help students develop cognitive thinking skills related to decision-making

5. Value clarification approach, which attempts to help students clarify the influences that shape values and attitudes

6. Moral development approach, which incorporates the stages of Lawrence Kohlberg's theory on cognitive moral development in order to help students confront moral dilemmas

7. Student participation in community involvement approach, which encourages students to become involved in worthy community projects

8. Institutional school reform approach, which attempts to create more of a democratic environment with the schools in order to provide opportunities for students to develop and demonstrate civic skills (Newmann, 1976, pp.180-184).

In 1982, without reference or access to Newmann's list, Dynneson and Gross developed the following list of eight approaches:

1. Citizenship as Persuasion, Socialization and Indoctrination

2. Citizenship as Contemporary Issues and Current Events

3. Citizenship as the Study of American History, Civics, Geography

and Related Social Sciences

4. Citizenship as Civic Participation and Civic Action
5. Citizenship as Scientific Thinking
6. Citizenship as a Jurisprudence (legalistic) Process
7. Citizenship as Humanistic Development (concerns for the total welfare of the student)
8. Citizenship as Preparation for Global Interdependence.

The similarities (core list of four) between the two lists include the following:

The Discipline Approach

The Jurisprudence Approach including Law-Related education

The Critical or Scientific Thinking Approach

The Citizenship as Civic Participation or Civic Action Approach

The Newmann list included the following (subordinate) approaches that were not contained in the Dynneson/Gross list:

The Social Problems or Public Issues Approach

The Value Clarification Approach

The Moral Development Approach

The Institutional School Reform Approach.

The Dynneson/Gross list included the following (subordinate) approaches that were not contained in the Newmann list:

The Citizenship as Persuasion, Socialization, and Indoctrination Approach

The Citizenship as Contemporary Issues and Current Events Approach

The Citizenship as Humanistic Development Approach

The Citizenship as Preparation for Global Interdependence Approach.

The Synthesized List of Twelve Socio-civic Citizenship Education Approaches

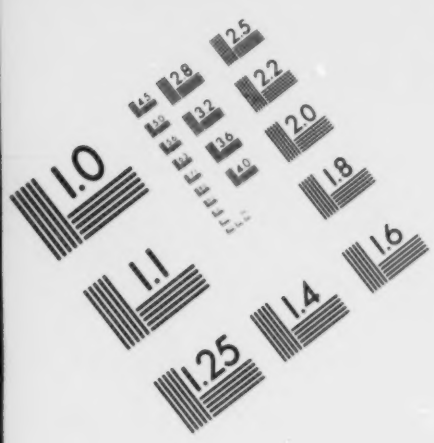
By adding the missing approaches from the Newmann list to the Dynneson/Gross list, a comprehensive list of twelve socio-civic citizenship approaches, approaches that combine both the social and political concerns of society, could be compiled and would include the following approaches:

Core Socio-civic Citizenship Education Approaches:

1. The Discipline Approach (history, government, and related social sciences)
2. The Jurisprudence Approach including Law-Related education
3. The Critical or Scientific Thinking Approach
4. The Citizenship as Civic Participation or Civic Action Approach

Subordinate Socio-civic Citizenship Education Approaches:

5. The Social Problems or Public Issues Approach
6. The Value Clarification Approach
7. The Moral Development Approach
8. The Institutional School Reform Approach (democratic environment in the school and classroom)



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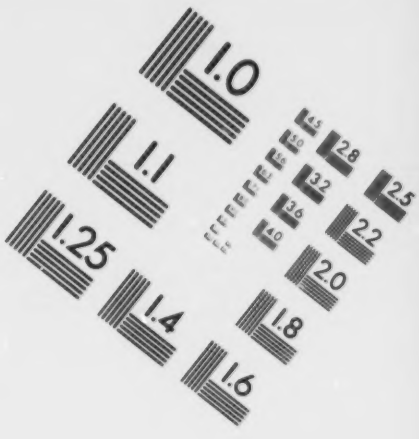

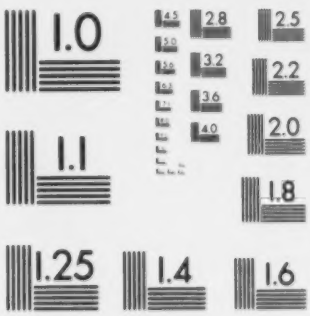

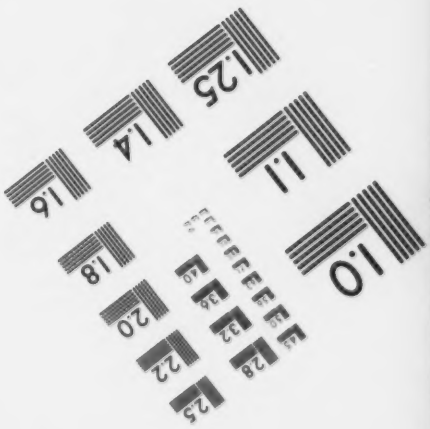

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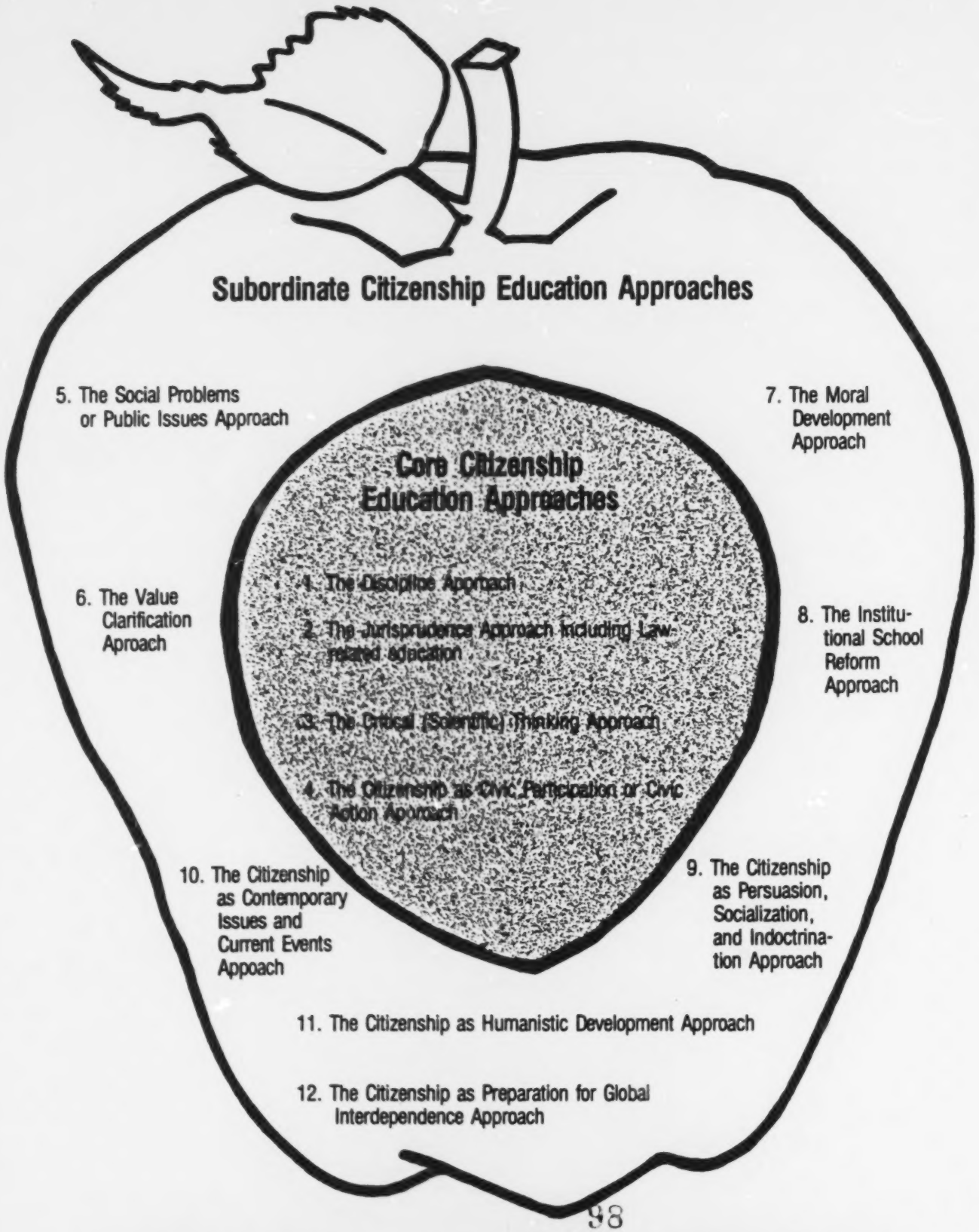
9. The Citizenship as Persuasion, Socialization, and Indoctrination Approach

10. The Citizenship as Contemporary Issues and Current Events Approach

11. The Citizenship as Humanistic Development Approach

12. The Citizenship as Preparation for Global Interdependence Approach.


Subordinate Citizenship Education Approaches
5. The Social Problems or Public Issues Approach
7. The Moral Development Approach
Core Citizenship Education Approaches
1. The Discipline Approach
2. The Jurisprudence Approach including Law-related education
3. The Critical (Scientific) Thinking Approach
4. The Citizenship as Civic Participation or Civic Action Approach
6. The Value Clarification Aproach
8. The Institutional School Reform Approach
10. The Citizenship as Contemporary Issues and Current Events Appoach
9. The Citizenship as Persuasion, Socialization, and Indoctrination Approach
11. The Citizenship as Humanistic Development Approach
12. The Citizenship as Preparation for Global Interdependence Approach

The Synthesized List of Twelve Citizenship Education Approaches for Social Studies Education

The synthesized twelve approaches to citizenship education open up new research horizons which may allow for a more comprehensive perspective on citizenship development within the social studies curriculum. The list of twelve may not be entirely inclusive and some approaches may need to be combined with others or eliminated altogether. At the same time, the synthesized list opens some interesting possibilities for future investigation. The core citizenship education approaches are currently at the heart of citizenship education, while the subordinate education approaches may be in the process of becoming core approaches or may be in the process of fading away as consequential citizenship education approaches.

In 1979, Le Ann Meyer had already identified a list of twelve related social studies approaches which included the following:

1. Academic disciplines - history and political science

2. Social Problems

3. Critical thinking, decision making

4. Values clarification and skills, concrete values

5. Ethics, moral development

6. Community involvement, action skills, community education

7. Law-related education

8. Economics, free enterprise education

9. Global perspectived education

10. Family-related education

11. Multi-ethnic education, pluralism

12. Personal development and social skills, prosocial behavioral training (Meyers, 1977, pp 25-26 and Butts, 1980, p.104).

While the Meyer list is similar to the synthesized list above, it also contains some interesting differences. According to Professors Butts and

Newmann, the approaches that are most meaningful to the revival of "civic learning" are: law-related education, moral development, and community involvement. The focus of citizenship education, according to Butts, must rest on the test of the political purpose in civic education or on "civic learning" (Butts, 1980, p. 104-105). At this point, it is important to suggest that, in the minds of some educators, citizenship education is so broad and contains so many approaches that almost anything taught in the curriculum might be considered some form of citizenship education. Therefore, it is important that some general consensus be reached among educators as to which citizenship approaches are most important to the education of American youth. At the same time, according to survey results, there are problems with the "civic learning" position, especially when students seem to prefer a "socio-civic learning" approach or broad based approach in which political and social concerns are studied.

SURVEY ITEMS (a - h) AND RELATED LITERATURE

These survey items resulted from field tests in which the researchers attempted to help the student respondents recognize, clarify or identify the important characteristics associated with the eight citizenship approaches. Survey items a - h were the product of this field work and these items were incorporated into the last four questions (4, 5, 6, & 7) of the survey in order to observe the extent to which respondents discriminated between the applications of the approaches in regard to perceptions and preferences. By relating selected excerpts from the body of citizenship education literature, some additional insights may emerge to give added meaning to survey results.

a. an activity in which I learn about the traditions and values that shaped my community and country

According to several authors, the civic responsibility of the schools, in addition to reading, writing, and arithmetic, also includes the teaching of the commonly agreed upon traditional American values as these values pertained to family, state and nation.

> The fundamental ideas and values upon which our constitutional order is built should become the core of sustained and explicit study, based upon scholarly knowledge and searching criticism carried on throughout the school years from kindergarten through high school and the years of liberal education in college. (Butts,

1989, p 268).

Because of the generally held assumption that students whose age group ranges from six to twelve are at the age when the acquisition of values and behaviors are important, the elementary teacher has come to be viewed as an important source of citizenship influence in the lives of children. This perception has placed a heavy burden of responsibility on the elementary teacher who, in addition to everything else, is expected to be a model citizen. As a consequence, it has been held that the elementary teacher's role in citizenship is to promote democratic values and to present basic information about the history of the nation and the fundamental processes of democratic rule. Should these widely held assumptions about the responsibilities of the elementary teacher hold true today, citizenship education during the elementary years of schooling may indeed be the best placement for future citizenship education programs within the social studies curriculum.

The students involved in this survey seem to support the view that those who advocate citizenship education as an important role for the schools should place a heavy citizenship emphasis on the teaching of national and community traditions and values. In 1989, Professor Butts identified some of the following values as central to the citizenship education process: justice, equality, responsibility, rule of law, freedom, diversity, privacy and international human rights. (Butts, 1989, chapter 7)

The surveyed students might have found greater enthusiasm for this approach for other secondary students if analytical thinking skills were used to supplement the study of traditions and values. It might be suggested, for instance, that teachers could enhance this approach for secondary students by incorporating a challenge into the study of these activities that encourages students to study and to analyze the conflicts, inconsistencies and controversies which surrounded the development of the traditions that helped shape the values inherent in community and country.

b. an activity dealing with current events

Today's students seem to have acquired a natural interest in current events that may be the result of growing up in the age of television and worldwide communications. For the past decade, these student have been eyewitnesses to the important events that have affected community, state, nation, and the world. It seems that in recent years, students have acquired an appetite and a fascination for the broader affairs of society. Students are not strangers to conflict and controversy as they have

witnessed war, poverty, disease, corruption, disaster, crisis, as well as debates, campaigns, ill-fated and successful technological events. As such eyewitnesses, students are active, even involved, participants in the world, while at school, students play more of a passive role in the sense that they are usually not eyewitnesses to the events that they are studying. Therefore, current events are a means to enliven history and civic lessons for students. For example, teachers could use a current court case as a means of helping to teach courtroom procedures. When their students are studying an actual court case, as reported in the newspapers and television, the teacher could bring up the appropriate textbook content and allow the students to compare the procedural description with a realistic court case. Secondary students seem to be particularly interested in this approach; however, the foundation for this interest must begin in the elementary classroom.

Elementary teachers have had available to them several specific publications that present current events topics to students by grade level. Periodicals such as Our Weekly Reader (K-6), Let's Find Out (K), News Pilot (1), News Ranger (2), News Trail (3), News Explorer (4), Newstime (5-6), and Scholastic Magazine are examples of the breadth of publications that could be used to promote current events studies in the elementary school. When used as a source of study and discussion, children's newspapers can play an important role in citizenship education. For example, teachers can use current events newspapers as the basis for discussion on civic related subjects from both an historical and a contemporary perspective. The somewhat mixed reaction of the three student groups on this item may be an indication of the extent to which their citizenship perspectives were differently influenced by their classroom experiences and an indication of whether or not the study of current events was a part of their classroom routine. The exposure that students experience with current events types of activities is mainly determined by the preferences of individual teachers. One possible way for elementary teachers to enhance citizenship education is to include current events as an important citizenship promoting activity.

c. an activity in which I learn about the history and government of my country

In the 1941 Supreme Court case, *West Virginia State Board of Education v. Barnette*, the issues of citizenship education took on special importance when it was argued that the schools could not abridge the rights of religious groups under the First Amendment by forcing students to declare beliefs (the pledge of allegiance and the salute to the flag) that were contrary to their religious beliefs. At the same time, the court

insisted that the schools could require courses in history and government as a means of citizenship persuasion and enlightenment in order to help develop the essentials of good citizenship (Butts, 1989, p 155). The effect of this ruling was to help establish the importance of the teaching of history and government as the dominant citizenship education approach for the public schools.

Over the years, academic scholars have been relentless critics of the social studies, especially of history and government textbooks and the courses of study prescribed for these subject areas. These critics of the social studies have attacked the social studies for its progressive leanings. Social studies educators have been charged with promoting a "soft" progressively oriented social studies program, a program with an integrated subject approach that emphasizes citizenship on the one hand and child development on the other -- one that downplays the basic importance of the academic subjects.

The survey respondents' reaction to the survey seems to suggest that the social studies approach to instructing students in history and government subjects in the public school is effective and the respondents seem to credit this approach as being one of the more important activities of citizenship education in the schools. In the earlier monograph, we discussed student responses on "knowledge of government" as a characteristic of good citizenship and found that students did not rate this characteristic as high as characteristics that included social concerns (Dynneson, Gross, and Nickel, 1989, pp 27-28). The respondents may be expressing the attitude that an academic approach, such as suggested by the critics of the social studies, is not as appropriate for the K-12 level of instruction as is the less specialized and integrated approach that is characteristic of the social studies. Nor is the academic and research centered approach characteristic of "civic learning" orientation as effective a means for promoting citizenship education as the socio-civic orientation is.

An important issue before citizenship educators is whether citizenship education should be narrowly or broadly defined to include more than political concerns as taught in American government courses within the secondary curriculum. The narrowly defined approach contains a "civic learning" orientation that would include learning the academic content associated with government courses, in addition to knowing what students need to know in order to get along in a politically run society. In other words, a narrowly defined approach would <u>not</u> emphasize social, economic, and personal concerns, but would emphasize mainly political concerns and moral issues associated with the political system. Professor Butts describes "civic learning" in the following passage:

> When I speak of the revival of civic *learning*, I am purposely using multiple meanings of the word learning. In history we speak of the revival of classical learning of the twelfth and thirteenth centuries, a prelude to the Renaissance. Learning in this sense is a corpus of knowledge and scholarship that informs and challenges the highest reaches of the intellectual, moral, and creative talents of humankind. Thus, a revival of civic learning must be based upon the major disciplines of knowledge and research.
>
> Learning also means the different processes whereby individuals acquire knowledge, values, and skills at different ages and stages of their development and in all the contexts of modern life. Thus civic learning includes all those skills and experiences relating to the political processes and the moral judgements that underlie the political system. Civic learning embraces the fundamental values of the political community, a realistic and scholarly knowledge of the working of political institutions and processes, and the skills of political behavior required for effective participation in a democracy. (Butts, 1980, pp 121-122).

Therefore, *civic learning* includes two essential elements: the highest bodies of scholarly knowledge from the disciplines and research, and the teaching/learning processes associated with acquiring political understandings, skills, and values.

Student responses, on the other hand, seem to imply a broader meaning for "civic learning," a meaning that is somewhat contrary to the exhortations of Professor Butts and others. Survey results seem to support a "socio-civic learning," or broadly defined orientation that would include more social concerns than the ones described by the narrower orientation. Student support for a "socio-civic learning" orientation seems to contain an appeal to curriculum planners to include more than the academic and research content in pre-collegiate courses designed for the study of American government or civics. Consequently, the "socio-civic learning" orientation would include more than the study of the political system, community, institutions, processes, values, and skills taught in the civics class. A broader implication of a "socio-civic learning" would include and focus on the study of social, economic and personal issues including the global concerns of a technologically shrinking world. The broader definition included in "socio-civic learning" would include the study of government and the related issues, structures, organizations, policy and functions, but also would include a much broader spectrum of related social topics.

In addition, survey results seem to support the idea that "civic learning," as described by the narrower definition, may not be the most effective means of promoting citizenship education in the pre-collegiate schools. This result lends additional support to the notion that "civic learning," as described by a narrow definition, should not be used alone as the dominant citizenship education, but should be supplemented by other related approaches including the interests and concerns of students. The maturity level of young learners in pre-collegiate schools may be of such a nature that the narrow or "pure" political approach is not an appropriate one according to students' perceptions.

d. an activity in which I work on a community project with community leaders

According to some civic educators, community involvement is an essential activity for the development of community participation skills. Teachers have been encouraged to use community participation activities in order to develop the skills associated with cooperative group work and to develop the values associated with contributing to the building of a better society.

Fred Newmann of the University of Wisconsin included "student participation and community involvement" as one of his eight approaches, as we did in 1982. Professor Newmann has been a long time advocate of this approach and has stressed the need for skills of student participation in community involvement as one of the most important goals of the social studies. In 1975, Newmann expressed his concerns over the alienation of large numbers of American students and their inability to participate effectively in the affairs of the community. He explains:

> Each orientation (explanation of why students feel powerless) is true to some extent, but none by itself is sufficient to explain the inability of large numbers of persons to exert deliberate influence upon public policy. Even if all economic, political, and social barriers to citizenship participation were abolished and if public issues were less complex, many people would still be incapable of effective participation because of personal incompetence. A wide-spread lack of knowledge, skills, and attitudes conducive to the exercise of influence accounts, at least in part, for the alleged failure of the democratic ideal. It would make sense, therefore, to increase individual competence as a first step in exerting influence in public affairs (Newmann, 1975, pp 2-3).

Newmann, therefore, contends that the only way to enhance democratic citizenship for the masses of American youth is to encourage student participation in public affairs and, thereby, encourage the development of those competencies and skills associated with influencing the formation public policy.

Other critics of American education have charged that the schools are authoritarian institutions. Consequently, students are exposed to a school environment that encourages few, if any, democratic experiences. Subsequently, students often are lead to the conclusion that civic lessons are a hypocrisy in light of the values taught and their own personal experiences within the schools. In response to this often stated criticism, some educators have called for reform in the way schools are run in order to make them more democratic. In 1976, Newmann identified a citizenship approach that was aimed at changing the school environment. He called it "the institutional school reform approach."

Professor Butts feels that community involvement currently is gaining in importance as a citizenship education approach in the schools. He states that:

> Considerable gains have been made during the past decade in the first two (knowledge and skills): civic knowledge has been enhanced by updated scholarship in history, political science, other social sciences, and the humanities; civic skills have been sharpened through action learning and community participation (Butts, 1989, p 219).

The results of this survey, however, suggest that citizenship education is not a top priority of the schools and that community participation is particularly unpopular with students and with their teachers. In the 1970s, Professor Fred M. Newmann and his colleagues attempted to establish a year-long course for high school volunteers in which students were involved in citizenship action projects (Newmann, et al, 1977). In spite of efforts of some to provide students with community participation activities, civic participation does not seem to have affected the lives of great numbers of students in the schools. Survey results seem to indicate that not only is this approach not being implemented within the schools, but that students are negatively inclined toward this approach. The reasons for this attitude may be related to the perception that these types of projects are a great waste of time, are menial in nature and are something that their teachers and school officials would prefer not to have to deal with.

e. an activity in which I am asked to solve a problem

Educators have long encouraged the use of problem-solving activities, especially in connection with original sources, as a means of enriching the academic studies and citizenship education. Some scholars have reasoned that citizenship in American schools should be based on a stronger disciplinary approach. Educators also support problem-solving techniques as a means of training students for decision-making. Over the years, social studies educators have reasoned that problem-solving will enhance the critical thinking skills of the students when applied to social, political and economic problems and issues including an examination of values; therefore, both educators and scholars seem to have found an area of agreement in the importance of problem-solving activities for cognitive development and citizenship.

The historic roots in support of problem-solving can be traced back to the concerns of leading progressives such as John Dewey and William H. Kilpatrick. In describing the reasoning behind the support of problem-solving approaches as skills for citizenship, Harry S. Broudy and John R. Palmer describe the current thought surrounding the American experience in the following passages:

> The genius of the American social experiment was expressed in shaping a way of life for men who wanted to control their own land, their own business, and their own decisions in matters public and private. The English idea of a free citizenry, extended by the American Revolution to all members of the body politic, became the key notion in that complex of ideas and feelings we call democracy.
>
> Where matters were a concern of the community, the rights of the individual were to be shaped to the common good, but even in such circumstances the individual was given the right to participate in deciding what the common good was to be (Broudy and Palmer, 1965 p. 142).

They go on to state:

> When conflicts did arise, they took place within a common framework of values: Differences arose about the meaning of the common good in a particular instance or about the means for securing it. By discussion and persuasion, by bringing the intellectual resources of the group to bear on the problem, a solution could be found that all or most of the group could live with (Ibid, p 143).

Thus, the need for teaching strategies based on the resolution of problems and the democratic way of life became wedded in the minds of those who would promote citizenship education for American youth.

Consequently, educators often emphasize the merits of problem-solving as an important means for helping students to learn to improve their thinking skills. Broudy and Palmer's interpretation of John Dewey details his conception of thinking as learning in the following passages:

> Thinking, the best kind of thinking, Dewey concluded, included an overt doing. The act of thought began with a problem or problematic situation and ended with an action that converted it into a clear situation, one in which the interrupted action could proceed on its prosperous way.

In another passage they go on to state:

> We learn by thinking, but thinking involves doings as its first and last *termini.* The first doing is the predicament, the interrupted action. The last doing is the testing act which warrants our assertions and verifies our hypotheses. If this is how we learn, then this is also how we teach. In short, the teacher sees to it that there are predicaments or better still, he guides his pupils to carry out the steps of the act of thought whenever he finds himself in a predicament. What the scientist does in his study and laboratory with refined apparatus and concepts, everyone can do in ordinary problems of life, and the school can do no better than to habituate the young into attacking its predicaments in this fashion (Broudy and Palmer, 1965, pp 146-147 and Dewey, 1910).

As applied in citizenship education, the goal of problem-solving is to help students learn to deal with issues, concerns, problems and conflicts that individuals will encounter in dealing with their socio-civic rights and responsibilities.

f. an activity in which I learn to use constitutional and legalistic processes

The teaching of the Constitution evidently was an early goal of the the schools in the 19th century. The students would read the preamble and articles as well as reading and reciting the amendments to the Consitution. As the judiciary system was organized and gained its authority to

interpret the Constitution, as well as to review laws in regard to their constitutional validity, students began to study the structure, function and deliberations of the courts, including important national court cases. After World War I, many states passed laws to make the teaching of the Constitution mandatory as a means of dealing with the fear of sedition and to insure that newly arriving immigrants would be exposed to the fundamentals of American democracy (Remy, 1987, p 332). By studying the trends related to the teaching of the Constitution in the public schools, Richard C. Remy identified three important periods in which the teaching of the Constitution was greatly influenced by various social and political events.

> At the risk of oversimplification, we can identify three trends in the evolution of education on the Constitution that have influenced current instructional practices and expectations: (1) establishment of a pattern for textbook treatment of the Constitution during the first 100 years of our history, (2) Progressive Era educational reforms that separated education on the Constitution from citizenship education and were subsequently reinforced by events in the 1960s and 1970s, and (3) state mandates about the Constitution in the curriculum during the period following World War II (Remy, 1987, p 331).

During the 1960s a few of the "new social studies" projects focused on the teaching of issues pertaining to the Constitution and the judiciary processes. Most notable of these was the Harvard Project and the work of Oliver, Newmann and Shaver. They developed and made use of the basic courtroom process as a means of helping students to study and deal with public issues. Their approach included the study and presentation of evidence and became known in the social studies as the "jurisprudence" approach. Accordingly, teachers were to help students apply judicial reasoning to issues from the past as well as to current public conflicts (Oliver and Shaver, 1966).

In the late 1970s and early1980s, the law-related education approach emerged as the result of the Law-Related Education Act of 1978 and a one million dollar federal appropriation, which was expanded to a nine million dollar appropriation in 1987. Teachers who applied this approach were attempting to help students understand the law, the legal system, and legal processes (Butts, 1989, p 212). Projects such as the Law in a Free Society project which was directed by Charles Quigley, sponsored by the State Bar of California and funded by the National Endowment for the Humanities and the Danforth Foundation, illustrated the extent to which

combined efforts by lawyers and educators could be used to advance citizenship education through the law-related Approach. As a result, a great variety of instructional materials have been made available to teachers, as well as inservice opportunities for teachers to improve their knowledge of the American political and legal systems (Butts, 1980. p 105).

One of the informal assumptions of this study was that the effects of the "jurisprudence" and law-related programs would be reflected in the results of the study. Survey responses suggest that students had not been influenced by either of these programs and that instead, their teachers may be still using the "old" constitutional approach in which they study the preamble of the Constitution and its related articles. In addition, student perceptions of this item seem to indicate that there is wide-spread dissatisfaction with the instructional techniques that are used to teach both the Constitution and the judicial system in the schools, especially within the elementary grades.

John J. Patrick and Richard C. Remy are two of the strongest advocates of the study of the Constitution in the social studies classroom. At the same time, they have lamented the fact that the teaching of the Constitution is no longer a primary goal of the schools. According, to Professor Patrick:

> Educating citizens about free government certainly involves transmitting facts, principles, and values about the origins and development of the Constitution and its application to contemporary society. In addition, as students mature they should have increasing opportunities in school to analyze constitutional issues involving the paradoxes of free government and evaluate alternative positions about them (Patrick, 1987, p 329).

He goes on to state that in reality:

> Education about the Constitution in schools, however, has fallen far short of the ideal stated above (Patrick, 1987, p 329).

Professor Remy echoes many of the same sentiments as Patrick and is also concerned about the current hodgepodge list of offerings that have overcrowded the social studies curriculum, thus forcing the study of the Constitution to a lower priority than it deserves. Remy contends:

> The Constitution has an established place in the secondary school curriculum. The importance of teaching about the

> Constitution, however, has become lost among goals in social studies that range from environmental issues and global perspectives to social change and futuristic studies. The consequence is an underemphasis on the Constitution in education for citizenship (Remy, 1987, p 331).

In addition to the current low priority given to the teaching of the Consitution, both Patrick and Remy are concerned about the way in which Consitutional topics are taught. As a consequence, they have called for less emphasis on the memorization of articles and amendments and more emphasis on the teaching of the values that underly the Constitution as well as emphasizing the contemporary concerns of students.

> Effective instruction about constitutional values and principles would seem to require the use of instructional strategies that give students opportunities to study the application of these ideas to specific events in history and contemporary studies (Remy, 1987, p 335-336).

The results of this study, combined with the concerns of civic education scholars, seem to agree that the traditional teaching of the Constitution and the judiciary system is in need of change. At the same time, the survey seems to indicate that new programs such as the "jurisprudence" approach and law-related education has not successfully reached the classroom with enough significant influence to off-set old teaching habits and practices. This highlights the basic problem of curriculum "fit." New and worthwhile innovative programs have largely failed in significant adoption because they do not work easily into established subject matter courses. Discipline-centered teachers have been the other great challenge for the evolution of timely socio-civic education.

g. an activity aimed at my individual needs and interests

Educators seem to be widely divided over the role and use of student interest in the instructional setting, and this division seems to be even wider in connection with citizenship education or what might be called the civic learning tradition. Progressives like John Dewey and William H. Kilpatrick placed great importance on the needs and interests of students in what became a child-centered approach to learning. This idea became the core of experimentalism and the turn of the century progressive theory of education. In describing this movement Professor Butts states:

> The other side of the experimentalist picture was a movement at the levels of education to give much more attention to the individual student and to his personal development than had been possible in the standardized school situation. The converse of the demand of democratic education was that the individual should not be lost in the masses of new students who filled the schools and colleges. Here it was that the new conceptions of science and psychology contributed to a changed conception of human nature and of individualism (Butts, 1955, p 563).

By agreeing with this tenet of progressive education and by applying it to programs in civic education, some advantages may be gained. For example, the teacher, by first addressing the individual needs and interests of the students, may be able to help them develop a meaningful foundation for good citizenship. In addition, the teacher may help students develop the confidence that they can individually deal with groups, especially structured social groups. As a consequence, teachers can help assure students that they can maintain their identities, values and judgements in the face of encounters in group situations. Teacher directed activities based on the students' individual needs and interests also might become more important as a means of promoting community involvement by helping the students seek out those socio-civic projects that are compatible with their individual concerns.

At present, however, many supporters of the civic learning tradition are greatly opposed to including the personal approach as a means of promoting citizenship education. In his book, The Civic Mission in Educational Reform, Butts expresses the following concerns about the personal approach and other various citizenship approaches:

> It is also troublesome to see included within the rubric of citizenship education such activities as values clarification, personal development, prosocial behavior modification, school community education, work-study plans, or consumer education. Such all-inclusive approaches to civic education is likely to lead to yet another laundry list of competencies, values, or behaviors, each of which may have some intrinsic usefulness for some educational purpose, but which provides no coherent or consistent intellectual framework by which to judge what civic education is or ought to be (Butts, 1989, p 215).

He goes on to state:

> Whether the approach is through history or civics, law-related education, public issues, or student participation, there is more hope for civic education in the programs that stress the political concepts underlying our democratic constitutional order. The test to use is whether the program deals primarily with helping students and teachers understand such concepts and thus to make rational and humane judgements concerning issues and public policy (Butts, 1989, p 218).

Thus, the civic learning waters have been so muddied by such a multitude of approaches and themes, many of which have little to do with civic knowledge, that citizenship education has become the marquee under which almost anything can be taught in the name of "good" citizenship.

Those who represent the civic learning as defined by Professor Butts, seems to prefer a more narrowly focused definition and framework for citizenship education than do the more progressive-leaning educators, including some leading social studies educators. In looking back to the prescriptions of the progressives, we were struck by their insistence on the inclusion of the personal needs and interests of students as an essential aspect of learning, regardless of the subject matter. According to Professor Butts' interpretation of John Dewey:

> Interests, said Dewey, are signs of growing powers and as such require careful and constant observation. They should be neither excessively humored nor excessively repressed. Repression results in weak intellectual curiosity and lack of initiative, whereas unguided humoring results in transiency, caprice, and whim. Misconceptions of interest come from ignoring its moving, developmental nature. To protect pedagogical theory from a merely internal conception of mind and from a strictly external conception of subject matter, Dewey believed that interest should be viewed as a unified activity that links the child with subject matter.
>
> The genuine principle of interest is involved when the individual identifies himself with the fact to be learned or the action proposed. Interest provides the moving, or driving force, whereas effort comes into play in the degree to which the achievement of the activity is postponed or made remote by obstacles. The effort to overcome obstacles or perform tasks stimulates thinking and reflection, which are the only really educative activities. Interest cannot be genuinely added or attached to a formal subject; it must be inherently contained in

> the activity in which the child engages. These activities are physical, constructive, intellectual, and social activities (Butts, 1955, p 482).

Thus, interest is such an essential aspect of learning that without it no unified linkage between the student and the subject matter can be achieved and the consequences of this missing child focusing phenomena means that little will be learned regardless the importance of the subject matter.

The literature seems to indicate a division between those in the civic learning tradition and those who continue to support a progressive (experimentalist) theory of education, and these two groups seem to be far apart in terms of their goals for citizenship education. The survey respondents, on the other hand, seem to indicate clearly a strong preference for the individualized or personal approach to citizenship education.

h. an activity in which I look at worldwide needs and responsibilities

In recent years, social studies educators have tended to emphasize a global perspective as a means of incorporating worldwide needs and responsibilities into social studies instruction. Teachers have learned that the global approach has become somewhat controversial, and as as a result, they are less inclined to include this approach in some elementary schools.

The social studies curriculum in most states contains aspects of international concerns in connection with geographic and world history courses of study. Citizenship education, while primarily focusing on civics, also includes peripheral concerns for the role of government in international affairs. Worldwide needs and responsibilities as a citizenship activity may be perceived as another form of internationalism or globalism. This issue tends to divide educators into two camps: those who are willing to promote these activities as an aspect of citizenship education, and those who would not include many of these activities in an approach to citizenship education. The latter would prefer to limit the study of citizenship to civic learning and to the concerns that affect local, state and national interests. Those who defend global education as an important aspect of American citizenship education contend that, as the world comes closer together, an international common set of citizenship characteristics will emerge.

As the result of reviewing a series of global articles published in Social Education, John J. Cogan identified the following common set of worldwide citizenship traits that are emerging in the 21st century:

The authors also point to a common set of characteristics that define the emerging (global) citizen of the early 21st century. This citizen is one who:

- is well informed on a broad range of global topics and issues
- is tolerant of and respectful toward others
- is a critical thinker
- seeks justice and equality for all
- is an active participant in society and takes responsibility for his or her actions
- sees change as a constant that can be managed and directed
- views learning as a lifelong pursuit rather than a fixed period of instruction in a formal setting.

Margot Blom adds another characteristic that is often overlooked but should be a key part of one's global citizenship credentials. It deals with morality and the need to match its personal and public manifestations. (Cogan, 1989, p. 243)

Like "world federalism" that preceded the global education movement in the years following World War II, controversy and the issues of nationalism may tend to off-set the rise of global education within the social studies curriculum. At the same time, survey results indicate that students are vitally interested in the study of world affairs; therefore, the movement towards worldwide citizenship qualities may emerge more strongly in the 21st century.

RECOMMENDATIONS

Student responses provide an abundant source of ideas for strengthening citizenship education within the schools. The eight approaches of citizenship, which became the focus of questions 4 - 7 of the 1987 survey, are especially appropriate in connection with a broader socio-civic orientation described in the conclusion of this report. The main characteristic of the socio-civic orientation is that it consists of multiple approaches, including social and political concerns which could serve as an integrated citizenship education orientation for all grade levels within the social studies curriculum.

The following recommendations are related to strengthening citizenship education instructional practices:

1. The teaching of American and community traditions needs to be improved in both elementary and secondary grades. Teachers need to be encouraged to enhance and more strongly emphasize the teaching of

traditions and values that are associated with American society, especially those traditions and values that are associated with a democratic system of government. But teachers should also place more emphasis on the establishment of habits related to the values of a democratic way of life including justice, freedom, equality, diversity, respect for legitimate authority, privacy, due process of law, the rights of property, the responsibility of participation, the value of seeking truth, loyalty and a proper patriotism, respect for the dignity of others, and an appreciation for the traditions of honesty, hard work, and compensation based on honest labor.

2. The elementary school curriculum should increase civic elements of the curriculum. Greater emphasis needs to be placed on the teaching of citizenship values and traditions in the elementary classroom based on the assumption that the foundation of fundamental values and traditions is mainly acquired by students before and during the early years of education.

3. The teaching of traditions and values at the secondary level should be accompanied by analytical methods of instruction that are designed to help the secondary student gain a deeper appreciation for the issues and problems related to the establishing of a just, productive, creative, and dynamic society.

4. Improved instructional materials that focus on basic American values and traditions are needed to supplement standard social studies textbooks, especially those materials that are aimed at helping students associate citizenship concerns of the past with current citizenship issues and problems.

5. Increased time should be devoted to the study of current events as a means of promoting citizenship education in both the elementary and secondary schools. Both elementary and secondary teachers should relate current events to basic citizenship concepts, skills and values associated with a democratic society, and the use of these types of current events activities should be perceived as one of the "core" citizenship approaches.

6. Teachers should place more emphasis on helping students understand the nature of controversy and how controversy and conflict can became a positive constructive social force for change within a democratic society.

7. Citizenship activities should include student participation in conflict resolution and decision-making exercises that are used to develop specific consensus building skills that have applications within a multi-cultural society.

8. Citizenship education goals that are subsumed within history and government courses should be identified and directly addressed in regard to concepts, skills and value classifications. In addition, these citizenship

goals should be related to specific classroom activities that are designed to emphasize specific citizenship learning experiences.

9. Teaching democratic values should become the primary goal of citizenship education programs designed for the elementary school, while community participation, law-related education, and cognitive thinking goals should be featured in the secondary schools.

10. Secondary teachers should be encouraged to develop supplemental citizenship lessons and activities that focus on the study of the good society(ies), past and present, including the study of criteria and standards that could lead to the development of the "good" society. The study of the "good" society would also include activities aimed at helping students develop skills related to planning and policy formation including the implementation of plans and policies in a technically advanced, pluralistic society.

11. School administrators and faculty should develop and assess the current school environment by a criteria of the "good" community and attempt to make those changes that would improve citizenship growth within the school community. It follows that administrators should describe the year-by-year citizenship education programs, courses, and activities that are developed or carried out from one year to the next.

12. In addition to all other learning tasks associated with the current curriculum, administrators and faculty should develop sharing activities such as school projects with shared goals, assigned group tasks, periodic assessment of accomplishments, and development of new citizenship goals and projects.

13. A separate research study project is needed to determine the extent to which students are currently involved in community projects, the type of experiences that students receive as a result of participation in community projects and the effects of community participation activities on students' citizenship.

14. A national effort is needed to help promote and plan special programs that encourage better school/community cooperation throughout the nation. These programs should work to establish joint ventures between the school and community by identifying worthy community needs that might be served through the formation of cooperative projects.

15. School/community cooperative projects should focus primarily on helping students acquire specific citizenship skills that would include planning strategies, policy development, implementation strategies, communication skills and the use of advanced technologies that are applied within the community setting.

16. School/community cooperative projects should provide for levels (or "steps") of advanced experience for those students with special

interests and for those who have demonstrated leadership abilities related to public service.

17. Teacher training agencies and higher educational institutions should accept some responsibility for the development of school/community projects and contribute to the support of programs that are designed to provide students with community participation opportunities.

18. Community participation teaching strategies should be emphasized in both elementary and secondary social studies methods courses throughout the United States.

19. College and university educators should be encouraged to participate in school/community cooperative projects as consultants and participants by serving on action committees made up of public school personnel and community leaders.

20. Public school administrators should encourage and reward teachers for participation in community affairs, including political action.

21. School administrators should contribute to the cause of student participation in community affairs by working to remove any bureaucratic barriers that have the effect of hampering or discouraging student participation in local projects.

22. The schools and communities should establish jointly a recognition program that is designed to reward students who are willing to participate in community projects.

23. Student participation in community projects should lead to the possibility of grade credit when the community project is recognized and supported by the schools.

24. Colleges and universities should recognize evidence of community participation experience as an additional factor related to college preparation and entrance.

25. Senior high school government teachers should encourage student to participate in specific community projects that are deemed compatible with the issues and concerns of the course of study to the extent that some aspects of all high school government courses should be community based.

26. Problem-centered topics and problem- resolution approaches related to the study of citizenship lessons must be given a higher priority within the instructional goals of both elementary and secondary social studies courses. Students need to be made more familiar with problem-solving approaches related to citizenship education in both the elementary and secondary schools.

27. Teachers should be encouraged to make better use of problem-centered materials in connection with classroom citizenship

activities by attempting to establish a problem-solving process as a commonly preferred method of dealing with content as well as in the routine affairs of the classroom.

28. Problem-solving should be used more frequently in connection with citizenship concerns that are of a controversial nature as a means of helping students to seek acceptable solutions to conflicts and disagreements that arise between various elements within the community and society.

29. Learning related to citizenship education should be based on Dewey's perceptions in which learning is defined as thinking. The ability to think should be directly related to problem-solving; therefore, thinking vis-a-vis problem-solving should be one of the most important goals of the schools in a democratic society.

30. Civic educators need to examine the differences that seem to exist between instructional approaches related to constitutional and legalistic instruction and the seemingly negative student attitudes that may result as a consequence of current instructional practices.

31. Child development principles should be used to guide the planning and design of programs, lessons and activities aimed at teaching the constitutional and related legalistic processes subjects in the elementary schools.

32. Teaching about the Constitution should be given a higher priority within the curriculum provided that less emphasis be placed on memorization and recitation and more emphasis be placed on societal problems, public issues, current events and related recent findings of scholars.

33. Student interests and concerns should become an important motivational aspect of citizenship activities, thus requiring the teacher to know and consider the subjective or individual background of each student when planning learning activities.

34. Mandated and prescribed citizenship programs need to allow teacher options in consideration of the geographic, social and educational factors affecting the student body as well as the individual student.

35. Citizenship instruction in the early elementary grades should usually begin with the personal experiences of individual students. From the combined experiences of students, the teacher can identify a starting place, or appropriate content level, to begin instruction. Citizenship skills and values also should be started at the shared experience level of the students.

36. Secondary students, on the other hand, may frequently begin citizenship education at an appropriate content level as determined for them within the established curriculum and then be encouraged to apply

the subject matter to their individual or personal concerns and needs while, at the same time, participating in the shared goals of instruction that bring unity and direction to the classroom or the classroom community.

37. Students as young citizens should be made aware of worldwide concerns and interests, but the primary emphasis of citizenship education should remain focused primarily on community, state and nation. Global education as an expression of international rights and responsibilities will remain within the perimeters of national interest, while at the same time emphasizing the need for international cooperation as a means of resolving current and future cultural and political conflicts.

38. While the main goal of international studies within citizenship education should be informational, some elements of international citizenship action studies and projects should be encouraged in both the elementary and secondary schools.

39. Citizenship education programs should include the study of various forms and systems of democracy found around the world, as well as the struggle to replace totalitarian regimes with democratic systems.

40. The problem-resolution approach should become a primary means of studying international citizenship conflicts and issues. The virtue of reasonable endeavors to seek peaceful compromise, cooperation and settlement should be a major emphasis in socio-civic studies.

APPENDIX

DATA ANALYSIS

1. BASIC PROCEDURE. The data collected from the survey instrument was initially summarized in tables showing the frequency of the Likert Scales as given by the respondents for each strategy as applied to the individual questions. To facilitate the interpretation these data were used to generate bar charts of relative frequencies. These charts are included with the principle portion of the paper.

The next step in the analysis was to apply a modified Boos analysis. The Boos analysis is a non parametric procedure for comparing the location, scale, skewness and kurtosis of K populations. This procedure incorporates the Kruskal-Wallis procedure for location, the Mood statistic for scatter, additional tests for skewness and kurtosis and a composite measure to determine whether the overall distributions are approximately equivalent.

In some situations as many as three passes of the Boos algorithm would be necessary. If the measures of location were not statistically equivalent, the data would be translated to a common measure and tested again to provide an effective test on scatter. Similarly, if the measures of scatter were not statistically equivalent , a scale change would be necessary for a reliable test on skewness and kurtosis.

The linear ranks are evaluated for equivalence by comparing the (K+1)st column of the Boos summary table to a Chi-square statistic with (K-1) degrees of freedom. The composite measure is assessed through the use of a Chi-square statistic with 4(K-1) degrees of freedom. When the location parameter was deemed not equivalent, the scaled values from the summary table were used to project clusters of equivalent ranks. These clusters, however, were not tested for equivalence.

All tests were evaluated at a 5% level of significance. Because of the exploratory nature of this study and the large number of tests run in looking at the data, the sample data and analysis summaries have not been reproduced in this report. Copies of the data can be obtained from the authors on request.

The algorithm used in this investigation is a modification of that proposed by Boos. It was developed to investigate the first three questions of the survey instrument and reported on in the previous monograph.

2. ANALYSIS DESIGN. To investigate questions 4, 5, 6 and 7 in the Survey Instrument, three separate analyses using the Boos statistic were executed. They addressed the issues of: (1) student rankings, (2) geographical consistency and (3) question consistency. Summaries of observations follow:

a. ANALYSIS ONE. Student ranking of each strategy and question by geographical area. For each geographical region and each question, the strategies were ranked according to the location parameter values obtained in the Boos analysis. These values were clustered into subgroups that have approximately the same values and are reported in the principle portion of the report as Cluster Ranks. The hypothesized equivalence within the subgroups was not validated. The validation was not considered as warranted without the accumulation of additional data, possibly requiring a new survey instrument. The ranks as listed in the subcategories are given in an order determined by the calculated measures from the Boos test, but are not significant and one should not assign any meaning in the order. The number of well defined rank categories for each state varies. Since rank is ordinal and has no associated distance metric, we can only surmise that the first category rank value for each student group is equivalent and that the last categories also are equivalent. This analysis addressed the student populations in their responses to the strategies for teaching citizenship.

Some summary observations on each of the four questions follow.

Question #4

The small sample size of students from Arkansas may account for the lack of discrimination in preferences for the strategies of teaching citizenship and consequently input from these students is not included in the following. If there is a preference, it lies with current events and worldwide needs. The least liked were community projects and individual needs, with traditions and values, and problem solving also ranking relatively low.

Question #5

Clearly, accepting responsibility is the strategy of choice for the teachers as perceived by the students across all samples, with current events being a close second. The strategies avoided or at least not recognized by the students were community projects and individual needs.

Question #6

According to the students surveyed, traditions and values and history and government would be the most effective strategies of teaching citizenship in the elementary school. They considered the least effective to be community projects and constitutional and legalistic processes.

Question #7

It is interesting to note that teaching traditions and values, which was considered to be effective in the elementary schools, has a very low rank for use in the secondary school. The strategy of choice for effective teaching in the secondary school seems to be current events. Least effective, in the minds of the students surveyed, is teaching community projects, with the teaching of constitutional and legalistic processes also ranking quite low.

b. ANALYSIS TWO. Pattern consistency across geographical regions. Each strategy was ranked through the use of the Boos statistic, with each of the four geographical regions serving as the defining population. Input tables for the strategies of current events and community projects taken from the analysis of question 4 are given as examples. The first of these tables gives the frequencies as collected in the survey. The second table shows the results of the first pass of the Boos Analysis.

CURRENT EVENTS
IMPUT DATA

Likert scale	1	2	3	4	5	6	7
Arkansas	11	7	14	6	0	1	1
California	30	38	25	16	7	2	0
Minnesota	89	104	70	35	6	2	1
Texas	87	109	88	47	8	3	11

BOOS SUMMARY TABLE

Measure	AK	CA	MN	TX	COMP.
Location	0.85	0.49	-2.23	1.46	5.23
Scale	0.26	-0.30	-2.86	-1.37	6.32
Skewness	-0.78	1.61	1.44	2.11	6.62
Kurtosis	-2.01	-1.32	-3.93	-2.54	18.63
Summary	5.43	4.67	30.68	14.91	36.80

The data in this summary table provides evidence at the 5% level of significance that the responses of all the sampled school districts were equivalent in location, scale and skewness, but not for kurtosis or overall, thus the distributions are not identical or statistically equivalent. The critical value for the Chi-square statistic is 7.815 for location, scale, skewness and kurtosis. The values in the table for the first three of these are less than the critical value.

The community projects data required a second pass of the Boos algorithm. The following table was obtained for the frequencies and the first pass.

COMMUNITY PROJECTS
INPUT DATA

Likert scale	1	2	3	4	5	6	7
Arkansas	8	7	10	8	4	3	0
California	11	17	26	40	12	6	7
Minnesota	49	69	76	67	30	8	7
Texas	56	86	77	85	27	13	19

BOOS SUMMARY TABLE

Measure	AK	CA	MN	TX	COMP.
Location	-0.41	3.38	-1.58	-0.67	11.79
Scale	0.13	-0.74	-1.90	-0.29	2.81
Skewness	-0.40	-1.14	-0.06	1.63	2.76
Kurtosis	-0.43	-0.30	-1.83	-1.42	3.49
Summary	0.53	13.37	9.46	5.21	20.84

The scale values for location are not statistically equivalent at the 5% level of significance because the test value of 11.79 exceeds the critical value (7.815). Cluster Groups were hypothesized and in developing them, the Minnesota students had the highest rank with a scaled value of -1.58. The scaled values for Texas and Arkansas are close to each other and considered equivalent. California, on the other hand, has a value at the other end of the spectrum and is considered to rank quite low on this item when compared to the other school districts.

These distributions were statisticaly equivalent only for scale and skewness, but it required a second pass of the analysis algorithm after translating measures of location to a common value to demonstrate this.

Comparable calculations were made for each of the eight strategies in each of the four questions, providing thirty two separate analyses for this particular issue alone.

QUESTION # 4
STUDENTS' PREFERENCE

Item	Equivalence	Rank by Samples
a. Traditions and values	Sca	(TX,AK),MN,CA
b. Current events	Loc,sca,skew	
c. History & government	Loc,sca,skew,OA	
d. Community projects	Sca,skew	MN,(TX,AK),CA
e. Problem solving	Loc,sca,skew	
f. Constitutional & legalistic	Loc,sca,skew,kurt,OA	
g. Individual needs		(TX,CA),AK,MN
h. Worldwide needs		MN,AK,TX,CA

Current events, history and government, problem solving and constitutional and legalistic approaches had the same location or weighted rank statistically and consequently are considered to yield the same assessment by all student groups sampled. One needs to look to the previous analysis to determine the ranking of the approach when compared to the other statistics.

With the use of traditions and values, the Texas students indicated it to be more important than did those from California. Similar comments can be made about each of the remaining three approaches that did not show a location equivalence.

QUESTION #5
TEACHERS' PREFERENCE

Item	Equivalence	Rank by Samples
a. Traditions and values	Loc,sca,skew	
b. Current events		TX,(AK,MN),CA
c. History & government	Loc	
d. Community projects	Sca	TX,(AK,CA),MN
e. Problem solving	Loc	
f. Constitutional & legalistic	Sca	TX,CA,AK,MN
g. Individual needs	Sca,skew,kurt	TX,(AK,CA),MN
h. Worldwide needs		MN,AK,TX,CA

Traditions and values, history and government and problem solving were equivalently ranked by each of the four samples. Curiously, Texas ranked all but worldwide needs highest, but scaled community projects, constitutional and legalistic, and Individual Needs lowest.

QUESTION #6
ELEMENTARY SCHOOL

Item	Equivalence	Rank by Samples
a. Traditions and values	Loc,sca,skew	
b. Current events	Loc,sca,skew,kurt,OA	
c. History & government	Loc,OA	
d. Community projects	Loc,sca,skew,kurt,OA	
e. Problem solving	Sca	TX,AK,CA,MN
f. Constitutional & legalistic	Sca,skew,kurt,OA	(TX,AK),CA,MN
g. Individual needs		TX,AK,CA,MN
h. Worldwide needs	Loc,sca,skew,kurt,OA	

The only three strategies that were not equivalently ranked by the four regions were problem solving, constitutional and legalistic and

individual needs. In each case, Texas students indicated the highest ranking, though not necessarily statistically the highest, and Minnesota the lowest with California also indicating a low ranking.

QUESTION #7
SECONDARY SCHOOL

Item	Equivalence	Rank by Samples
a. Traditions and values	Sca	TX,(AK,MN),CA
b. Current events		MN,(AK,CA,TX)
c. History & government		(TX,MN,AK),CA
d. Community projects	Loc,sca,skew	
e. Problem solving		(MN,TX,AK),CA
f. Constitutional & legalistic	Loc,sca	
g. Individual needs		TX,AK,(CA,MN)
h. Worldwide needs		MN,AK,(TX,CA)

Community projects and constitutional and legalistic were ranked equivalently with respect to location across all regions.

c. ANALYSIS THREE. Internal Consistency across questions 4, 5, 6 and 7 by geographical region. The individual questions were addressed in this third analysis. It is anticipated that discriminating responders would not scale each of the strategies the same over each of the four questions investigated. If the scores were to appear distributed in the same manner for each of these questions, there is concern as to the discrimination of the students sampled and/or the actual variety of teaching strategies to which they have been exposed. In general, the students were discriminating, but exceptions occurred. Because the responses in the individual samples were not equivalent across all questons, it can be assumed that each strategy was addressed separately in each question. The parallel structure of the questions apparently had minimal effect on the responses.

The results of this analysis are summarized in the folowing tables, one for each state.

ARKANSAS

Item	Equivalence
a. Traditions and values	Loc,sca,skew,kurt,OA
b. Current events	Sca,skew,kurt,OA
c. History and government	Loc,sca,skew,kurt
d. Community projects	Sca
e. Problem solving	Loc,sca,skew,kurt, OA
f. Constitutional and legalistic	Sca
g. Individual needs	Sca
h. Worldwide needs	Sca, skew

The small sample from Arkansas gave consistent responses to traditions and values, history and government, and problem solving. The same distribution pattern was found for each of the questions, but different scale values were found for current events.

CALIFORNIA

Item	Equivalence
a. Traditions and values	Loc,sca,skew,kurt,OA
b. Current events	none
c. History and government	Sca
d. Community projects	Sca
e. Problem solving	Sca
f. Constitutional and legalistic	none
g. Individual needs	none
h. Worldwide needs	none

Traditions and Values as a strategy for teaching citizenship was the only strategy that showed a consistency of responses across all questions.

MINNESOTA

Item	Equivalence
a. Traditions and values	Sca
b. Current events	none
c. History and government	none
d. Community projects	none
e. Problem solving	none
f. Constitutional and legalistic	Sca
g. Individual needs	Sca
h. Worldwide needs	none

TEXAS

Item	Equivalence
a. Traditions and values	none
b. Current events	none
c. History and government	none
d. Community projects	none
e. Problem solving	none
f. Constitutional and legalistic	none
g. Individual needs	none
h. Worldwide needs	none

No consistency of response across the questions reflecting student preferences, teacher preferences, or applicability to elementary or secondary schools was found in the data from either Minnesota or Texas.

Since each state was considered separately and eight strategies were addressed, this analysis also required thirty-two applications of the Boos algorithm.

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